



Recreation

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NATIONAL RECREATION ASSOCIATION

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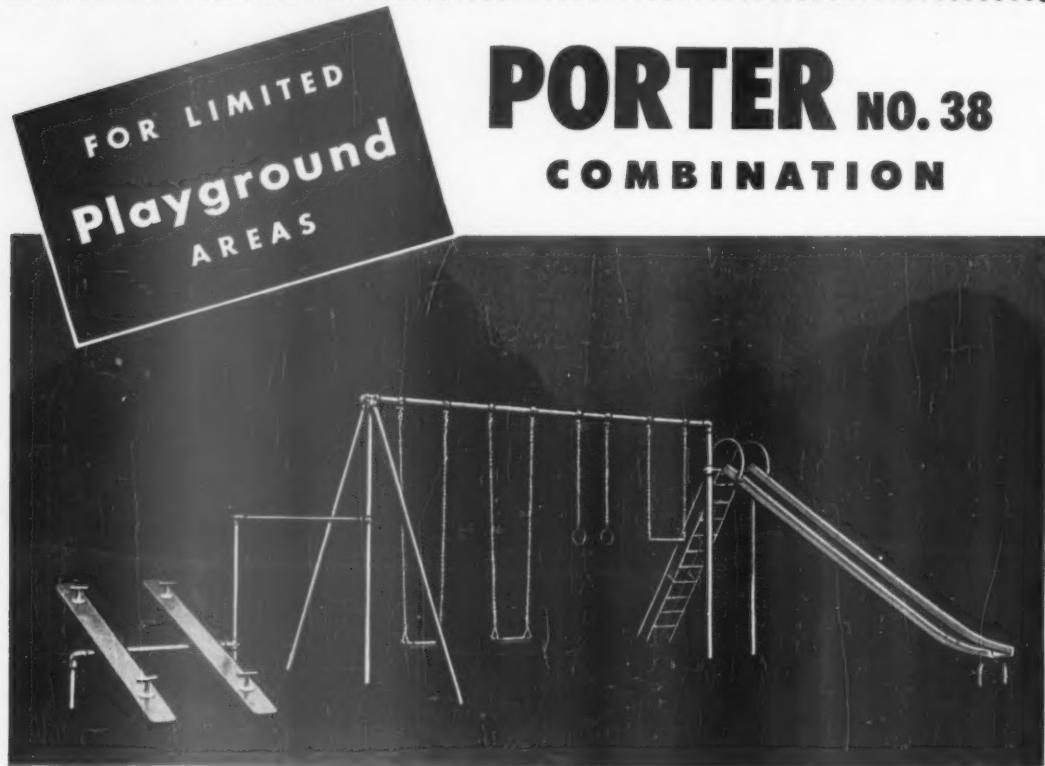
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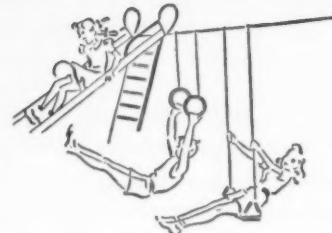


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Recreation*

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No. 1

On the Cover

Exuberant childhood responds to summer—symbolizes the spirit of play, the joy of action, the freedom to have fun out-of-doors—on our playgrounds, in our camps and in our parks.

Next Month

Watch for summer program ideas in our May issue. More about playgrounds—ideas for the director or program leader, articles about camping. "Aquatic Antics," by Nathan Mallison offers enough ideas for water activities to last for years; two articles on recreation for golden-agers carry new suggestions.

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Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred voluntary sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls, and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agents.

cies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Recreation and the Church

Paul Moore, Jr.



The work of the Church is to heal and to bring people to God. The Christian must use all the resources at his command to effect these ends, for it is the whole person who must be made whole and the total personality which must be brought to a total relationship with God.

In the terminology of the Church, the first step in healing is repentance and forgiveness of sins; only after the guilt is washed away, the barriers with others and with self removed, and commerce with God resumed, may the sick mind-body renew its growth. This process is often unconscious and might be phrased differently if described by a psychiatrist or social worker; be that as it may, this

is redemptive activity. On all levels of the life of a parish the redemptive activity is alive. The priest visits the sick, counsels the confused, gives absolution to the penitent, but above all helps to build a community which will have a redemptive vitality for all who enter it. Recreation is of the essence of such a community. A boy full of hostility because of the social conditions in which he lives comes to the church. Here he is accepted as a *person*. He joins in the recreation provided and, in the physical activity of boxing or basketball, works off his hostility. He begins to again enter into constructive relationship with those around him. The barriers are broken, a cause for sin is partly removed, the work of creation in God's continual building of our lives again resumes itself. The parish house is an instrument of healing.

Let us look even more deeply into the meaning of Christian recreation. The whole spirit of joy which must characterize a true Christian community has recreation as one of its causes as well as one of its means of articulation. It is a spirit of affirmation, of freedom, of happiness, which issues forth from absolute faith. There is listening to music, casual conversation, handshaking, laughter, movement, noise, quiet, lending of things, working together, leaning on others, holding up of others, and again laughter. This is the recreative activity of love and it may even issue forth from pain. Whenever someone touches it, takes part in it, he begins to be made again, to be recreated, to be healed.

The role of recreation in evangelism is more obvious but nonetheless important. Often there are children or even adults for whom there must be a step between the initial meeting with a member of the parish or the clergyman and their coming to church. A lively recreation program fills this need. Often a child does not remember what he learns in Sunday School; but if he remembers that the church is a place where he is loved and where he has a happy time, he is more likely to have a favorable view of religion as he grows up—and even if he does fall away from the life of the church in his adolescence and early manhood, he may through marriage be drawn back again to the place he loved so well when he was last a member of a domestic family situation. Once a person has become a church member he has not finished his growing, rather he has just begun to grow in the Christian life, he has just started the long journey to the Center of Reality, the Heavenly Father. For this reason, the Church is forever teaching, formally and informally, about the nature of God and the way to Him. Good recreation can teach us much about the nature of God. As one of our seminary professors once said, "God has a wonderful time just being God."

Recreation finds its place in the religious life of the world of today, as it finds itself in all aspects of a full and human existence.

THE REVEREND PAUL MOORE,
JR., first vice-president of National Recreation Association, is the pastor of Grace Church in Jersey City.

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Letters

Church Recreation

Sirs:

I have always enjoyed RECREATION, but I think I liked the articles of Bishop Bayne and Dr. Anderson, in the December 1952 issue, more than any others I have previously read. I wish I could have been at the Congress and heard those addresses.

You see—here at Highland we believe in recreation as a very necessary part of the religious education program of the church. We have a recreation building which contains a large basement game room in which we play ping-pong, billiards, cue roque, shuffleboard and other games; and we hope soon to have two bowling alleys down there. On the main floor, we have a recreation hall big enough for roller skating and square dancing. This large room is also equipped with a very complete stage for dramatic productions and pageants. We show movies here, too. Then there is a third floor room, which is really a sort of mezzanine to the recreation hall, in which we will soon have small table games, checkers, chess, and a TV set.

We are one of the all-too-few churches that go in for recreation on such a large scale. I am enclosing a schedule of our fall and winter program. In addition to the listed activities we have a basketball team entered in the local church league—and will have a midget baseball team next summer.

VERNON W. JOHNSON, Director of Recreation, Highland Presbyterian Church, Fayetteville, North Carolina.

* * *

Sirs:

In the past two years RECREATION magazine and many of the publications of the National Recreation Association have been an enormous aid in my work as a recreation director at Saint Joseph's Villa, a home for underprivileged children. During the summer months I am employed on a full time basis at the Villa, and throughout the year, when my schoolwork allows, I serve on a voluntary basis. The medium of recreation in all forms plays an important part here in the readjust-

ing of neglected children. When I started, I knew very little in the field of recreation; but your magazine and many pamphlets have brought me a long way. Each time, though, when I finish reading RECREATION, I realize how little I know and how much I have to learn. I could not possibly have got along without it.

The main purpose of my letter is to inquire about an active associate membership in your organization and more about the many services you offer. While my life is to be spent in the priesthood, I believe that recreation plays a great role even in religion.

WILLIAM J. FLYNN, Saint Andrews Seminary, Rochester, New York.

Sports for Juniors

Sirs:

May I take this opportunity to express appreciation for the timely and scholarly report of the Committee on Highly Organized Competitive Sports and Athletics for Boys Under Twelve, recently released by National Recreation Association.

Mr. Mathewson and his entire committee are to be congratulated. At a time when communities and recreation departments are being sought by various pressure groups and enthusiasts, each having a different theory or activity to promote, it is of great value to have at hand the very sound interim principles set forth by the committee and to know that the basic principles of sound recreation are receiving endorsements by such a representative group.

ZELMA CAROL PULCIFER, General Supervisor, Oakland Recreation Department, California.

● This report was reprinted from the December 1952 issue of RECREATION.

—Ed.

December 1952 Issue

Sirs:

Congratulations on the December issue of RECREATION. It's the best yet. We especially like the "Notes for the Administrator" and "People and Events." "I Am a Professional Recreation Leader," by Lillian Schwertz, and

"Recreation in America Today," by Mr. Prendergast, are most inspiring.
HENRY T. SWAN, Superintendent of Recreation, Phoenix, Arizona.

Publicizing the Year's Activities

Sirs:

Following up your note about our page of newspaper advertising, in "Are You Progressive?" on page 546 of the February 1953 issue of RECREATION, I should like to give you further details. First off, we put one out each school year and each vacation period. It comes out as a full page in a Sunday paper the third Saturday in May for the vacation period and the last Sunday of the summer vacation for the school year period.

The merchants and professional people listed on the bottom of the page pay for the ad. After it has appeared in the paper we obtain one hundred copies to distribute to the schools, churches and public bulletin boards in the library, the public health office, the American Legion, Court House, Chamber of Commerce office.

Everybody benefits. The newspaper gets the ad, orders for the printing of our one hundred copies, and a good public response. The merchants get their ad in the Sunday paper, their names scattered all over town for many months—associated with the recreation program. The people not only receive the information regarding the program but also the feeling that here are fifty of the leading business men in town in full support of the recreation program. The recreation commission has the warm feeling of the newspaper, the many merchants, and the associated services whom we include on our chart.

As you can see we have used psychology, public relations or just horse-sense in the wording of the chart. We recognize the good in commercial recreation and so advertise it. We recognize the excellent service to public recreation which the public library gives, and we say so. We recognize the immense value of the school, the church and the home and so put them in a prominent spot.

The whole thing costs us, in money, only for the printing of the one hundred copies—and that is cheap because the type is already set up for the ad.

The poster being displayed in so many places in the community keeps citizens aware that our services are available. The fact that we mention the Boy Scouts, the Girl Scouts, the 4-H clubs, the library and all of the events sponsored by the service clubs makes our poster valuable.

We really don't attempt to outline our program in detail because it, like

that of any good recreation department, should be flexible and constantly changing, adding to and varying its activities.

We are sincere in believing that this chart has been valuable in giving out information, valuable in its public relations value with the other recreation-giving sources in our community. Cooperation is the theme of the whole idea.

FRANK ANNEBERG, Superintendent of Recreation, Manhattan, Kansas.

A Secretary Comments

Sirs:

I could not resist the temptation to answer your question "Any comments on these?" at the end of "Adults and Recreation" on page 451 of your January 1953 issue.

Last September when I came to work as secretary-clerk for John R. Batchelor, superintendent of the Coachella Valley Recreation, Park and Parkway District, I had only the faintest idea of what recreation meant. Since then, I have become interested to the extent that I devour each of the publications which come into this office; and I am sure that I will not always be content as just a secretary in this field.

I agree with the statement that "we are a nation of spectators." We have forgotten how to play and claim such excuses as "too tired" or "no time."

One point that is frequently overlooked is that in our present civilization, we have become so well organized that it is usually quite true that we have little time for "play." Home life has suffered to the extent that mother is off here, father off there and the children somewhere else.

I firmly believe that whether the activity be organized recreation, church, school or social that it should only supplement, not take the place of, home life. I feel that activities which can be taken home and enjoyed by the whole family should be stressed. When you have tournaments, be sure to include father-son and mother-daughter doubles or have teams of relatives. Crafts should be stressed which use materials normally found in the home or in that particular locality and always impress on the child the importance of sharing a learned skill, especially with those at home. . . .

Without detracting from its present program, this theory could be applied to almost every activity of a recreation department. . . .

Once you have gained the interest of the adults through their children, there is almost no limit to what you could do in guiding family recreation.

MARY E. ADAMS, Thermal, California.



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Things You Should Know . .

► THE PRESIDENT OF THE UNITED STATES will address the annual meeting and leadership mobilization of the board of directors of the United Defense Fund, to be held at the Hotel Statler in Washington, on April seventh. The National Recreation Association is one of the participating agencies in the UDF, and will be represented at this meeting by Joseph Prendergast, Executive Director, and Arthur Williams, Assistant Executive Director for Defense Related Activities for the association.

► THE NEED FOR RECREATION DEPARTMENTS TO WEIGH CAREFULLY the liability factor in every operation, is illustrated once again by a case, last summer, of drowning at a municipally owned swimming area. The victim was a child of seven. The beach was supervised and no negligence has been proven, but the child's parents have brought suit against the city. The local recreation commission also has been called to task on the question of the safety of its other recreation facilities—broken swings, broken baseball and softball backstops, and so on. Spring is a good time for thorough, over-all checking, in preparation for your summer activities! Are there additional safety measures which you should take under consideration?

► EFFECTIVE JUNE 30, the Controlled Materials Plan (C 14P) under which the National Production Authority has limited recreation will end, according to an announcement by Arthur S. Fleming, acting director of the Office of Defense Administration. Until then recreation construction will be controlled by a directive issued December 10, 1952. Under this directive recreation departments may self-authorize the

use of limited amounts of steel and copper. For details of quantities of material permitted per project, see *Defense Recreation Bulletin*, January 20 and March 24, National Recreation Association.

► TWO MORE RECREATION LEADERS' TRAINING INSTITUTES to be held this spring, are: (1) Southwestern Recreation Leaders Laboratory, El Porvenir Ranch, Las Vegas, New Mexico, April 29 to May 6, on music, crafts, program planning, folk games, dancing. Apply to Tiny Faye Jones, Associate State 4-H Club Leader, Extension Service, State College, New Mexico; (2) Leader's Training Institute, Virginia, Minnesota, June 9 to 12—sponsored by NRA district representative, Bob Horney. Ten different communities in this critical defense area will share the cost of bringing to the area, Helen Dauncy, NRA program specialist and Katherine F. Barker Memorial Secretary.

► ENROLLMENT IN ADULT EDUCATION, under public school auspices, has taken a sharp leap forward, according to a study financed by the Ford Foundation. Enrollments in adult education classes, in town and city school systems, have risen to nearly 5,000,000, as compared with 1,750,000 in 1948.

► POSSIBILITIES OF SECURING RELIEF FROM ADMISSION TAXES in the new tax bill which may be enacted during this session of Congress, are being explored by the National Recreation Association with treasury officials and members of the new Congress. In planning a specific proposal to be submitted to Congress for its consideration a questionnaire was sent to recreation and park executives by Joseph Prendergast, the executive director of the association.

► AMERICA'S FAVORITE SPORT reached

a new high during the year ending June 30, 1952 with the record sale of 17,127,896 anglers' licenses, according to a report supplied to the Sport Fishing Institute, Washington, D. C., by the Fish and Wildlife Service of the Department of the Interior. This new figure represents an increase of 1,101,197 licenses over the previous year.

We Wish We Hadn't Said That

In "People and Events," page 535, February 1953 RECREATION: the statement about Dr. Doris W. Plewes. Dr. Plewes *has not* resigned her position as assistant national director of the Physical Fitness Division, Department of National Health and Welfare, Canada.

* * * * *

"In "Suggestion Box," page 549, February 1953 issue: the address of The Portland Cement Association. It is 347 Madison Avenue, New York 17, for copies of their information sheet on surface treatments for concrete floors.

* * * * *

In "In-Service Training," by Garrett G. Eppley, March 1953 issue, under listing of committee members: Robert W. Everly's address is Glencoe, Illinois; Ray Forsberg is also on the committee, address—Waterloo, Iowa.

Positions Open

For immediate positions in the United States or overseas, with the American Red Cross (hospital recreation) or with U.S. Airforce or U.S. Army Special Services, communicate with Personnel Bureau, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Opening for qualified leader, either man or woman, to promote, develop and conduct a recreation program for older adults in Omaha, Nebraska. The project will be a combined operation of United Community Service of Omaha and the Park and Recreation Department. Person who has had experience with elder citizens preferred. Salary around \$5,000. Apply Personnel Bureau, NRA.

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- Official softball rules are used with the following exceptions:

Players: There shall be only six players all of whom are infielders including pitcher, catcher, first baseman, second baseman, third baseman and short stop (no outfielders).

Size of Diamond: For all junior girls, midget boys and girls, the diamond shall be 45 feet but for junior boys, senior boys and girls, the diamond shall be 55 feet.

Side Retired: When all six batsmen have batted, the side will be declared retired regardless of the number of outs. Likewise, three outs will retire a side. However, if the sixth batter does not make the third out, any runs scored

during his time at bat and until the play on him has been completed, shall count.

Balls and Strikes: All balls and strikes will be called as usual.

Batted Balls: Any ball which goes past the infield shall entitle the batsman to only one base and all runners advance at own risk. However, on an infield hit the batsman may advance as many bases as he can make. An outfield hit will entitle the batsman to only one base. If in the judgment of the umpire the infielder has made an error, the batsman can advance only as far as third base at his own risk and in all cases the runner will advance at his own risk. The sixth or last batsman may be put out in the usual manner or may hit, but pitcher may not walk him.

Caught Fly: Any caught fly, infield or outfield, fair or foul, the batsman will be out.

Stealing: Runners may steal only one base at a time. The runner may advance only one base on any overthrow at any base. No stealing home will be allowed and players, therefore, may be either hit in or played on at third to score.

Last Inning: If in the first half of the last inning the team at bat (visiting team) has a seven run lead over the home team, the game is over and the home team does not take its time at bat.

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of Philadelphia, this
imaginative program has
endured for some thirty years
and has spread to other
playgrounds. Why not try
one of your own?

A CHILDREN'S VILLAGE

Thacher N. Bowers

A SMITH MEMORIAL PLAYGROUNDS VILLAGE might be described as a village that isn't there. Of course, the person who did describe it that way would be wrong, but ten minutes after Village is over for the day, there is no sign of it except for a couple of large empty rooms and a storage closet bulging with folding plywood houses, bank and postoffice, store counters, furnishings and quite an assortment of miscellaneous goods. These include cuts of meat in wood, very red and white and mouth-watering, though costly, milk bottles with the milk and cream firmly painted in and completely spill-proof. Included, too, are objects of art, and everything that comes in between—all creations of the villagers.

As a matter of fact, Village is only set up twice a week for an hour and a half period, but that isn't all there is to it. It begins with children playing house together.

The first village started when a little girl at our Northern Liberties Playground took some bricks that were left over from a repair job and built a wall to make herself "a house." Then she gathered together several children small enough to be docile, because every home has to have children. She was, of course, the mother.

But this was a very destitute family—they had literally nothing. You can't have a community without stores. A couple of the boys thought they might start some, there-

fore, because they knew how it should be done and "Girls are so dumb."

At this point a couple more families wanted to get into the act, and you couldn't tell which was the more insistent—the little mothers' demands for a school so their children wouldn't be always tagging around after them, or the boys' howls for things to sell in their stores. A school, industries, bank, hospital, civic government, including police and street cleaning departments, postoffice, restaurant, laundry, theater, and so on followed along as quickly as they could be established in answer to the demands of the citizens, and in answer to the desire of the many children to find something they could do in Village. Boys, girls, small or smaller, leading citizens or drifters—we have them all in real life, so we have them all in Village life.

We would like to make this point here, however: Village

MR. BOWERS is the executive director of the Smith Memorial Playgrounds and Playhouses, Philadelphia, Pennsylvania.

is not a replica of current adult life in the city in which the children live. They borrow ideas from this but they select and discard and try to think up better solutions. They fail a lot of the time, and then they try something else.

So the village was started by the children, but don't think for a moment that the Smith Memorial Playgrounds intends to act modest for that reason. We feel that we played a more important part for the very reason that we did operate from the side-lines. We did not intrude the adult point of view, but had rather restrained ourselves and devoted our efforts to creating situations in which the children could work out their own ideas and build their own town.

That is, we wanted them to be on their own, within limits. We wanted them to do the thinking; but we wanted them to end up eventually with sound practices. To illustrate, the village hospital is so popular and so realistic that it must be a place for learning *good* practice in first aid, baby care, dietetics. Under these circumstances, a certain amount of information must be supplied by the staff of play leaders.

All activity in our village involves a learning and growing process, and we won't pretend that the play leaders do not view it as a teaching job. However, our thriving village has endured through thirty years, and spread to the other playgrounds of the system.

The spark that was struck that first afternoon by a thirteen-year-old girl was a very small one, and it has taken much thought and continual nurturing to get it burning with a bright light, and to keep it burning steadily through the years. Credit for this goes to Mrs. Phoebe Hall Valentine, former executive director.

An average day in Village goes something like this: A girl nine to eleven years of age enters in the role of mother. She stops at the desk where she is registered for her home. If she comes regularly, she may have the same home week after week. If she comes occasionally, or arrives late, a home will be assigned to her. She either rents or buys her home (with play money, of course). Buying it means that it is hers for the current play season.

Generally "mothers" arrive with their "children" in tow. They are their younger brothers and sisters, or neighbors' children. Right now, at one of our centers, the mothers come in alone and are permitted to pick out their children from those in the kindergarten group. This is a very easy and neat arrangement but it lacks some of the reality that attaches to seeing the family groups trudging earnestly toward Village.

However, this method is much better for the small children as they are continually under the protective supervision of the regular kindergarten teachers, and are brought to the kindergarten and dismissed from there in the usual way.

We mention this because it shows immediately that how the details of a village are worked out has to depend upon the circumstances, and things are not done just the same at any two of our centers. Nor is what we do today what we may be doing next year.



"Playing school" has ever been a popular childhood activity. Soon the pupils will run home for a make-believe lunch.

It is important to realize this because, if you try to push the village into a set pattern, which isn't a natural one, it surely isn't going to thrive. Many people try to pin us down as to exactly what we do about various details. We mean it when we say we don't know. We would have to live through the situation with the children involved, before we could come up with the answer.

And we won't come up with the answer at all unless we are continually analyzing things in our minds and talking them over together. We accept the mothers taking their children from the kindergarten group just now, but we are aware that the thing is starting off with a more artificial look and feel. We are watching to see whether the children's imaginations can bridge this gap, and they can throw themselves into this make-believe life with the seriousness which marks children's play when it is spontaneous.

The mothers are easily identified as they take up residence in their homes because they wear long skirts—full cotton affairs slipped on over their dresses. The homes have reached the point of development where they have plywood fronts and sides. They have a door and windows, usually with curtains, and are furnished with table and chairs.

Everything else must be purchased by the mother at the stores, so the first thing for her to do is to go to the bank and get her allowance. Each mother has \$6.00 for a Village day. If she is prudent and is a regular resident, she will have a savings account, from which she may draw or not as she wishes.

She will have to do a little budgeting because, from the \$6.00 she receives, she must, in addition to furnishing her home, pay the rent, buy food, pay hospital charges if she takes the children there, pay for entertainment if the family indulges in this, perhaps buy something to satisfy their desire for beauty, or save for the future if she decides that is better. Entertaining is something she may want to do, and

she must allow for this.

The mother does not have the children with her all day; they go to school when the school bell rings. They come home for a make-believe lunch, however; and with shopping and gossiping to be attended to and maybe a sick doll to be taken to the baby clinic, she is kept busy getting the house in order and lunch ready in time for the children's return from school.

Stores and school appeared at almost the same time in our first village. Stores are the most essential thing after homes—stores and the industries that supply them with merchandise. Industries, in the case of Village, are craft and carpentry groups making such articles as cuts of meat, vegetables and fruit, papier-maché dishes, decorated paper plates, household items such as table covers and napkins, pictures for the wall, vases and artificial flowers, furniture, and postcards, stamps and other postoffice material.

The stores vary from the old Main Street type to the modern supermarket. There are an average of about seven stores—the meat market, grocery store, dairy, fruit and gift shop, dry-goods store, hardware store and toy shop.

Then, in a village that has reached any degree of organization, there is the warehouse. From here all goods are supplied to storekeepers at the beginning of each Village day. Storekeepers of course pay wholesale prices, upon which they base the retail prices. The latter must, however, be related to the amount the mothers have to spend, and so there is a little two-way pulling; but, after all, that's business.

There are at least two workers in each store and four in the warehouse; and they must be in their stores in sufficient time to have received their stock from the warehouse and have their stores set up and ready when Village opens.

The storekeeper has to pay rent; or he may buy his store. He must also pay a village tax and the salary of his helper; and, of course, he pays for his merchandise. Profits are deposited to the store account in the bank.

The bank is vital to Village life. It not only serves the merchants; but, as we have said, it is the place where the mothers get their allotment each day. So, you see, this is a special kind of bank—something greatly needed in real life.

The bank also serves as paymaster for the village government, dispersing wages to employees after a payroll has been submitted by the mayor. During the war, they sold savings bonds at the bank.

As if they didn't already have enough ideas, we make things a little more hectic by taking the bankers each season to visit the trust company that is trustee for the Smith Estate. The children always come home from this trip a little more all agog than they were before. No wonder that the bank has always been a most going affair in our villages. The banker's job is one of the most responsible.

The mayor may be important, or he may be something of a figurehead. He is an elected official, and who can tell whether a political campaign will end in a wise choice or not? Some campaigns get so hot that having them over seems a sufficient blessing. Incidentally, the mayor is frequently a girl, and this is, of course, owing to the simple

fact that there are more female voters than male. Still, you can't tell—if there is a really engaging boy candidate, maybe the girls turn out to be not too strong feminists after all.

The mayor does have considerable responsibility, for he collects the rents and taxes and has the supervision of the whole civic department, including the street cleaners and police. At times, and in some of our villages, the safety department has been very active, and there has been a busy police chief. At other times there have been very few V.S.P.'s (Village Safety Patrol), and the mayor has had direct supervision of them.

The mayor is also the key figure in the Village Council, where problems are discussed and decisions made. The council determines the rate of pay for civic employees, and might be called the brain of Village. Here the thinking is done, or not done.

The Town Meeting, with which some of the villages end, is another place where you have thought and discussion,



Busy housewives compare purchases, the way of womankind. They must feed their families but make their budgets reach.

and where ideas and wishes of the villagers are expressed. This is very stimulating, and puts the council on the spot; but decision still rests with the council.

In one center the village ends with a radio broadcast from the Village Radio Station. There is a program of entertainment and the mayor and others have an opportunity to make announcements. This does bind the total village together, but of course the villagers don't have a chance to answer back as in the Town Meeting.

Just prior to this assembly, whatever form it takes, there

is a signal which means that mothers are to collect all the articles in their homes and return them to the proper stores, and deposit at the bank any money they have left over. The storekeepers must see that the things brought in by the mothers get into the proper boxes and are returned to the warehouse. They too must make their deposits at the bank.

We have described the essential village groups but there are many others that are possible, such as a restaurant,



Each mother is allowed six dollars "play money" from the bank for a village day, and may maintain a savings account.

museum, library, laundry, theater, planetarium, newspaper; and we always have some, if not all, of these in operation.

Another very important factor is the preparation work done by the various groups or departments at times other than during the periods when Village is set up. Mothers, teachers, nurses, storekeepers, meet at least once prior to every village session, and the amount of craft and carpentry work that is done, the rehearsals that are held, and so on, is limited by nothing but the children's interest and the ability of the center director to schedule these groups.

At Martin School Recreation Center we are right now experimenting with a permanent village set-up. We had, for the first time, sufficient available space, and this was something that had always been longed for as the ultimate in desirability. However, when it came to the point where it was actually possible, the staff expressed themselves as seeing both advantages and disadvantages. They wanted definitely to try this out, but with the idea that they were only committed to it for a limited time, until they could

see how the gains stacked up against the losses.

Village is always in the process of changing. It moves in cycles, and every once in a while it happens that a group of children who have been the most imaginative, and have been leaders in this play activity, suddenly outgrow it at the same time, or possibly they move away, and then the village has to find new leaders. Perhaps it happens that the average age is lower for one reason or another. Perhaps there isn't anyone who is as civic minded or as much of a natural leader. It is hard sometimes to know exactly why, but some of the more highly organized village services and departments that were going strong the previous winter just don't appear when the activity opens in the fall. Later on they will undoubtedly come back, but they can't be forced if Village is to be Village.

When we think of what children get out of Village, we realize that, first of all, it has the advantage of having in it a place for children of all ages, of all types and degrees of ability. It gives them new experience and adventure in play situations that are real enough to be satisfying.

It gives them the joy of creating and of self-expression, a chance to use their imaginations, to "play pretend," and above all, the opportunity to exercise choice freely and really.

Also, there comes to them, through experience, the realization that one's behavior must be such that it does not infringe upon the rights of others. And then slowly comes also, we hope, the happy knowledge that this need not be a frustration, but that cooperation is a rewarding experience to the individual as well as one of benefit to the group.

Thatcher Bowers, who is responsible for this program, has announced to the Pennsylvania Recreation Society his willingness to help other nearby communities establish children's villages.



Money Makers

Ways in which money can be made on the playground, for the purchase of new equipment, are suggested by Margie Maconey of Columbia, Missouri:

Hold a carnival at the end of the season and charge a small fee for entrance to activities such as playlets, amateur talent shows, a miniature golf course (made by the children).

An excellent puppet show theatre can be constructed from an electric icebox packing case, with a window (for stage) cut in the front and a door at the back. A playground-made doll house can be placed in a downtown window two weeks before the carnival, and chances on it sold. It can be displayed at carnivals along with stuffed dolls which the children have made from factory reject sacks. The doll house, furniture, and dolls can keep an arts and crafts group busy all summer.

A New Glove for Chris

HIS FOURTEENTH BIRTHDAY was still two weeks away, but since he would be at camp then we decided to give him the new glove before he left home. He had told us a good deal about the glove he wanted, but he didn't really think he was going to get it, even though the one he had was thin and torn. He had been discouraged by the price. So was I when the man at the sporting-goods store told me how much it was. The glove I had bought for Chris's younger brother two years before was not a full-size major-league model, and I wasn't quite prepared to have a baseball glove cost almost as much as a suit did when the boy's mother and I were married. At fourteen Chris was a big leaguer in spirit if not in body. While it was expensive to equip the spirit so magnificently, it was, I told myself, in the nature of an investment.

"Oh gee," he said when he opened the box. "A George Kell model just like I wanted. With lacing across the top of the fingers. Gee, thanks." His face and voice conveyed his thanks more completely than his words, and the glove stayed on his hand for the next three hours, except during dinner. We had to draw the line somewhere.

Chris and his brother Nick had a catch before dark, and after they had undressed I went into their bedroom. They were both in bed, with their baseball gloves on their hands.

Nick looked at his own older glove with passionate loyalty. "I wouldn't trade this old glove for any new glove in the world," he said. "All broken in and everything, pocket just in the right place."

"There isn't a better glove than mine anywhere," said Chris. He brought the glove up to his face and nuzzled it.

He was looking at the box now. "Made in America," he said. "My glove was made in America." He laughed. "So

was I. So was my brother." Then, as an afterthought, "Baseball too. All made in America."

"You're pretty sound products," I said. "Better turn off the light and get some sleep."

I went out on the front porch and lit a cigarette. Made in America, I thought, and wondered how well the boys would discharge this responsibility. What a huge part of their lives baseball has been, I thought. With the world of the home and the world of school, baseball was really their third world and the one which, on a conscious level, they probably liked the best. This worried me a little and I began to think back to see if I could discover what effect the world of baseball was having on the boys.

The games the boys played in were pick-up affairs involving a good deal of chauffering by the boys' mother and some telephoning by myself informing parents that their wandering shortstop would be right home. Baseball, I realized, was the first unsupervised team game the boys played, the first social experience in which they had to submit to the discipline and authority of their contemporaries. The rules they followed were not imposed by parents or teachers, but by themselves. Not that this prevented the rules from being argued or resented, but it did give them a hint that rules as such were more than restrictions created by an adult world to make children's lives miserable. You couldn't have a game without rules any more than you could have a school without rules. These first impromptu games soon taught them a new word. Sport, or good sport. You didn't cry or get mad when you struck out, dropped a fly ball or missed a grounder. You didn't blame it on somebody else.

I remember the time Chris told me how he always missed the ball when he was mad. "I just can't hit it," he said. "Have to learn to control my temper."

The boys were finding out other things which, now that

MR. JENNISON, production manager and editor with Viking Press, New York, is the author of five picture text books. Two additional titles are scheduled for release in 1953.

I looked back, made me feel better about this particular world they were living in. They weren't talking so loud and long about their occasional home runs or fielding feats. They began to appreciate the fact that a teammate's run counted just as much as one of their own, and they were taking increasing pride in their sacrifice bunts on which others scored. The importance of teamwork was getting home to them. They were particularly happy over their increasing proficiency in executing a double play, in which they had to think and act at top speed, making sure that their performance was perfectly coordinated with that of a fellow player. They were learning to stand up under pressure, to give the best of which they were capable to the team effort.

The older they got the harder they played and the oftener they came home after a game with bumps and bruises both physical and spiritual. Even living as far out in the country as we did there were few cleared areas big enough for baseball games and those there were had an unusual number of hazards in the shape of stones, stumps and bushes. The cuts and minor sprains didn't bother them as much as the bad bounces for it seemed bitterly unfair to them to lose a game through no fault of their own. They tried changing fields but it didn't help much and they gradually realized that both they and their opponents were going to get some pretty bad bounces no matter what field they played on.

They began to keep their own batting and fielding averages (to the delight of their arithmetic teachers), thereby

beginning to understand that each day had its own quota of triumphs and defeats.

This thought reminded me of the morning at breakfast when Chris was happily telling us of his good luck at bat the previous afternoon, and I thought I'd better remind him of one of baseball's first precepts, in case he'd forgotten it.

"Just remember," I said, "that the hits you made yesterday never won today's ball game." He had been silent for a minute. "That's a good rule," he said.

I noticed, too, a subtle change in their attitude toward winning. Of course they loved to win. But when they had played long enough to realize they couldn't win them all, or perhaps even most of them, they came to feel that being a good ball player implies a lot more than simply being a winning one.

Even though the boys do not wear uniforms when they play their games, now that I come to think about it I have never known them to appraise a friend in terms of his clothes, the kind of car or home his parents owned, or his race, color, or creed. This history of the game they know so well is illuminated with the names of players representing many racial and religious groups. What they want to know about a boy is what kind of ball player he is and what kind of teammate.

The boys' mother and I never had to redecorate the walls of their room; they took care of that themselves with pictures of players clipped from magazines and newspapers. One of the most prominently displayed pictures appeared the morning after the final game of the 1948 World Series. It shows Lou Boudreau, manager of the victorious Cleveland Indians, implanting a jubilant kiss on the broad cheek of Larry Doby, his Negro centerfielder. The year before, Jackie Robinson, first Negro to play in the major leagues, had had a spectacularly successful first year with the Brooklyn Dodgers. Robinson and Doby helped settle one area for good and all on thousands of American playgrounds. The old cruel labels were dropped. A new boy was a potential Jackie Robinson, Phil Rizzuto, Ted Kluszewski or Joe Ginsberg.



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I went into the living room where the boys' mother was sitting. What had I been doing, she asked.

"Thinking," I said, "about baseball."

"You and the boys. That's all you think about." But she smiled as she said it, as befitted the mother of future stars.

"Sometimes I wouldn't mind if that were all I had to think about."

"Well, there is the real world," she said, "and the trouble with baseball is that it's not very much like the real world."

"No," I said, "that's the trouble with the real world, it isn't enough like baseball."

The light was still on in the boys' room, but they were asleep. Nick's glove was on the floor, but Chris had put his back in the box and set it on the table beside his bed. His face was still turned toward it. I reached over to turn off the light. Good glove, I thought. Good game, too. Good boys. Made in America.

"... and the pursuit of Happiness"

(Continued)



THE GENERAL OUTLINE of the 35th National Recreation Congress, to be held in Philadelphia, September 28 to October 2, is fairly well worked out. Such early planning is always necessary for a meeting like the Congress which involves dozens of discussion meetings and general sessions and scores of program participants and consultants to serve the needs and interests of all the delegates from all the many and diverse organizations concerned with the pursuit of happiness.

Invaluable help is rendered the Congress each year by several committees. These committees, composed of both lay and professional recreation leaders, constitute groups which make it their special business to give advice on matters of program, personnel and mechanics on behalf of the entire movement. But all who are interested may have a direct hand in helping plan the Congress by sending suggestions immediately to T. E. Rivers, Secretary, National Recreation Congress, 315 Fourth Avenue, New York 10, New York.

Local Arrangements Committee

Under the chairmanship of Robert Crawford, Philadelphia's Deputy Commissioner and Superintendent of Recreation, an active committee of Philadelphians is working on plans to show off their historic city on the occasion of this first National Recreation Congress ever to be held there. Philadelphia is inspired, both by its memorable and historic past and also by its recreation plans for the immediate future, to offer delegates to the Congress a look into the early days of our country and into the recreation future of Philadelphia. Philadelphia has shown most immediate and special interest in making certain that wives of Congress delegates are made to feel welcome. Specific plans to this end and for other Philadelphia features will be announced later.

Bellevue-Stratford Hotel

The headquarters hotel gives every indication of being able to accommodate the Congress this year without there being any necessity of holding meetings outside the hotel. Meetings rooms are large, the commercial exhibit area is ample, and there is even going to be some space for educational exhibits. Delegates interested in bringing materials for the educational exhibit section of the Congress should get in touch immediately with T. E. Rivers so that the necessary space can be reserved if possible. A hotel which has housed national political conventions will receive another test of its stamina and flexibility, but the Bellevue-Stratford seems to measure up.



View, taken above the Philadelphia Museum of Art.

1953 National Advisory Committee

The Rev. Maurice D. Bone, The Board of Education of the Presbyterian Church in the United States of America, Philadelphia

Charles K. Brightbill, Professor of Recreation, University of Illinois, Urbana, Illinois

Theodore Brown, Senior Supervisor, Bureau of Recreation, Baltimore, Maryland

Mrs. Theresa S. Brungardt, Vermont Director of Recreation, Montpelier, Vermont

G. E. Chew, Assistant Superintendent in Charge of Personnel, Sun Oil Company, Marcus Hook, Pennsylvania

Robert W. Crawford, Deputy Commissioner and Superintendent of Recreation, Philadelphia, Pennsylvania

Howard G. Danford, Director of Physical Education, The Florida State University, Tallahassee, Florida

D. B. Dyer, Assistant Superintendent in charge of Recreation and Adult Education, Milwaukee Public Schools, Milwaukee, Wisconsin

Ben Evans, Director of Recreation, Seattle, Washington

Mrs. George Gorton, Chairman, Recreation Commission, Kansas City, Missouri

Alan Hofheimer, Chairman, Recreation Commission, Norfolk

Miss Ruth McIntire, Extension Specialist in Recreation, University of Massachusetts, Amherst, Massachusetts

Frances A. Pitkin, Executive Director, State Planning Board, Harrisburg, Pennsylvania

Claude Robillard, Engineer-Superintendent, Department of Parks and Recreation, Montreal, Quebec

Beverly S. Sheffield, Director, Austin Recreation Department, Austin, Texas

Miss Violet Sieder, Community Chests and Councils, New York

Miss Dorothy Taaffe, Recreation Supervisor, American Red Cross, U.S. Naval Hospital, St. Albans, New York

Ben H. Thompson, Chief of Recreational Planning, National Park Service, Washington, D. C.

W. Richmond Tracy, Secretary, Union County Park Commission, Elizabeth, New Jersey

Forrest W. Wakefield, Superintendent of Recreation, Council Bluffs, Iowa

Miss Mildred Wheeler, Supervisor of Activities, Recreation and Park Department, Montclair, New Jersey



GUIDE TO

4-5 years

Dramatic social play—two or more children; adult life enacted; imaginary playmates used in absence of others.

Bossy, domineering, assertive; does well alone, with one other child or in supervised group; difficult to adjust to third child in play.

Concerned with adult approval more than approval of peers.

KNOW YOUR CHILDREN

PLAY is not merely healthy exercise and a process of developing motor skills but is an investment in social and emotional adjustment. The social aspects of development require close and continual observation to detect signs of maturity level since this evidence is not as distinct as the increase of size generally associated with physical growth. However, a core or set of clues can be identified, in the social interactions displayed in play, which tend to cluster at various age levels. These clues or characteristics are helpful in child description, in the planning of program and can be guides to corrective action. They are useful as approximations of maturity levels and should, through understanding and recognition, serve as safeguards against adult pressures beyond social abilities and readiness.

The procedure of segregating characteristics of play into child-age periods is often misinterpreted and construed as rigid norms for children. This line of reasoning would indicate that everything is known about child development in play and that standards are fixed and final instead of experimental. Play development must be viewed as a continuous process resistant to close limitations and highly specific standards varying from one group to another. Behavior is recognized as extremely variable in each situation and in each child.

It is with these concepts in mind that the following chart is offered as an experimental guide to promote greater understanding of the child and to stimulate additional observation directed toward future refinement of knowledge of the child at play.

MR. BILLETT, Executive Head of Jacksontown School, Ohio, was formerly in charge of physical education, University School, Ohio State University.

Boys and girls have similar interests; play and fight without sex consciousness; do not group by race or color but more by acceptable behavior; boys more quarrelsome than girls; conflict brief; no issue carried over to next day. At age four social development is well underway; few socially indifferent; desire for attention shown through stunts, calling out, or shyness and self-consciousness in behavior.

Competition seen in winning prestige in games, achievement in school and friendship of others.

Individual play common; swings, slides, sand box, jungle gym, tricycle, balls, boxes, and so on are needed. Types of play: unoccupied—no interest; onlooker—watches before joining; parallel—imitates others; associative—loaning and borrowing; cooperative—simple games with others.

Anti-social conduct is means of trying out powers; more interested in socialization than resistance; insists upon being taken into activities of older siblings; seeks playmates even at risk of parental disfavor; wants to make own decisions. Four-year-old period is one of moving on to consolidation; at five begins a relatively stable focus.

*Play characteristics as observed in the play experience
of children at University School, Ohio State University*

Ralph E. Billett

MATURITY LEVELS THROUGH PLAY CHARACTERISTICS (SOCIAL ASPECTS)

6-7 years	8-9 years	10-11 years
Interest in adventurous roles—Indian, soldiers, favorite hero, "make believe" animals in games.	Imagination very vivid but imaginary play decreasing.	Imaginative play slight.
Individualism dominant; play interests relatively short; frequent change of games necessary; friendship ties casual and shifting; seven-year-old ties more definite.	Greater interest span; fewer games with longer interest; desire for group membership serves to force conformity to group standards.	Group consciousness stronger; behavior adjusted to be identified with group; peak of interest in a variety of play activities.
Necessity for adult approval continues; evidence seen of establishing independence from adults—refusal to comply with certain action labeled as "not fair."	Tend to reject standards of home in favor of age-mates; increased desire for freedom from adult seen in hyper-critical attitude in branding adult action as "unfair."	Height of desire for peer approval; approval gaining methods differing with abilities and maturity of individual.
Interests similar for both sexes; recourse to force in conflict is less evident; child better able to work through problems; no regard for sex when force is used; girls appear more socially mature in play relations. Teasing, punching, and hitting others for fun of it is common; socially undesirable behavior subsides; group is able to identify proper action but has difficulty putting behavior into practice. Just reward and punishment important to child.	Age of strong attachment for own sex; age of wrestling for boys; girls prefer less rigorous activities; some separation of sexes at these ages gives chance to satisfy these needs.	Prefer own sex; slapping, teasing and chasing or contrary action is means of showing interest in opposite sex; boys pass through period of rudeness and roughness to all females.
Competition is understood by the large majority of pupils; it differs at this level due to type of games played; many of the running games individualize competition; winning and losing has very short significance; game results soon submerged by interest in next game.	Greater sense of group responsibility; children highly critical of each other at errors committed in play; less skilled bear the brunt of this criticism—boys greatest offenders.	Greater consideration for others; rivalry between individuals and groups maturing at various rates; critical in competition, but more able to understand need for proper action.
Games emphasizing speed and energy preferred; interested in learning new and more complex games; game with different name and slight modification is a new experience; six-year-old must grow from individual to group play; desire to play games beyond ability common—mostly seen in seven-year-old.	Results of team games become more important; identification with players of skill with greater chances of winning becomes more important.	Greater understanding and desire for winning in play; more highly skilled generally have greater difficulty in accepting loss than the less skilled; criticism by pupils of all levels of skill leveled at individual hindering chances of winning.
At six most children want as many turns as possible, regardless of others; most children participate willingly in activities; class pressure not important unless started at home; high incidence of tattling is desire for just reward and punishment; child defends own rights; shrugs off criticism with ease; at seven skill and size comparisons have their beginning.	Running games still popular; real interest in practice and skill improvement; team games modified to skill level of the group necessary; great satisfaction in achievement. Greater awareness of interdependence in groups and community; child resists parental pressures in selecting playmates and friends.	Greater interest in team games and greater demand to play games beyond ability—desires influenced by seeing older children at play; demand for vigorous play persists—pushing, running, and "horseplay" during team games are signs of lack of readiness for team play.

PLAYGROUND PROJECTS

and GAMES



Nature

NATURE ACTIVITIES can be a part of your playground program, even if the playground happens to be treeless, grassless, or covered with artificial surfacing. As long as there is something underfoot, insects crawl or fly over it; the sun is sometimes obscured by oddly formed clouds, or it rains; there often are birds about even a city playground—such as a pigeon drinking from the water fountain or sparrows grubbing for crumbs; there must be stores, parks or vacant lots somewhere nearby that warrant an exploration tour.

What sorts of nature projects can be pursued indoors? Surely many of these can be transferred to the playground that is not a natural one? Children have pets that they'd love to bring for a day's visit; most of them see trees, somewhere, during the day. Apply some ingenuity in using everyday happenings and objects to arouse a "nature interest" *at the time* they are noticeable. Don't wait for a "nature period." Help the children to open their eyes and see the things about them. In this way many can be helped to develop a hobby that will last for the rest

of their lives. Weave your nature program into all of your activities. Keep your eyes open for interesting things. The few suggestions below may stimulate ideas of your own:

A Tree Contest. One of the activities on the Irvington, New Jersey, playgrounds was a tree contest, the purpose of which was to discover the finest trees in Irvington, and to encourage greater interest in shade trees.

The trees to be selected were limited to pin oak, elm, Norway maple, and the largest tree in the city. Only one tree could be entered in each class. Each contestant designated the tree he was entering, and its exact location, on a blank obtained from the playground leader.

Bird Houses. The making of winter feeding stations and bird houses leads to a desire to know more about the habits of the birds who occupy the houses. Bird houses made by children can be installed on the playgrounds and in parks where the children may keep in touch with the birds they are befriending.

Bird house building offers an activity valuable not only as an outlet for

the creative instinct but for the knowledge of birds which it develops.

Construction. To make bird houses safe and comfortable for their occupants, certain principles of construction and design must be observed. A well-built house should be durable, rainproof, cool and readily accessible for cleaning. Wood is the best building material. Metal should be avoided because it is a great conductor of heat. Weather boards, rustic cedar, and strips of wood with the bark adhering to them all make excellent materials and may easily be cut into proper lengths and nailed together. In the choice of wood an easily workable kind, such as cypress, pine or yellow poplar, is preferable. Sometimes ready made boxes of the proper size may be used with a little reinforcement.

In preparing wooden houses, entrance holes should be countersunk from the outside to exclude rain, small holes made in the middle of the floor for drainage, and a row of small holes bored just beneath the edges. Heads of nails and screws should be set rather deeply and covered with putty. Roofs should be made with sufficient pitch to shed water easily, the overhang in the average house being from two to three inches to protect the entrance holes from driving rain.

When placed in trees, the houses should be painted a dull shade of green or gray; when mounted on a pole or placed in other exposed positions, white is the best color.

House birds differ decidedly in their requirements for homes. Bluebirds and wrens, for example, are content to build in tomato cans. To make the cans usable and keep them from becoming excessively hot, they should be covered with bark, one end being replaced with a block of wood and an opening of the proper size made in one side of the can. A hollow limb or block of wood hollowed out in the form of a woodpecker's nest is a popular device. Gourds are made acceptable by cutting a hole of the proper size in one side, cleaning them out and drilling a small hole in the bottom to drain out any rain that may leak in.

Judging a Contest. A bird house building contest is an interesting playground

activity which may be done on the following basis: practicability, 40 per cent; workmanship, 35 per cent; uniqueness and originality, 15 per cent; method of cleaning and ventilating, 10 per cent.

In a number of cities awards have been offered on the basis of the following points:

1. The most natural and practical house for bird-life use.
2. The best house in workmanship.
3. The most artistic design.
4. The best combination house.
5. The most unique or odd house.
6. The best-made house of sticks.
7. The best-made house of bark.
8. The best-made house of tin cans.
9. The best-made house of flat wood.
10. The best open house made.

The bird houses made by the children are frequently placed on exhibit in store windows and other central locations before they are set up in parks and playgrounds.

Prove It. This is a game in which players sit in a circle. The one starting the game says: "From where I am I can see a gray birch." The next one says: "From where I am, I can see a gray birch and a black cherry." The next player repeats all that the previous players have said, in exactly the same order, and adds another tree or bird. It may be limited to what is seen on one gray birch tree. If anyone doubts the statement she may challenge the speaker. Anyone caught in a mistake drops out of the game.

Clubs. In Cincinnati, Ohio, the recreation department has, at various times, sponsored clubs of Rangers and Rangerettes. These can be joined by any boy or girl between the ages of ten and fifteen, on the playgrounds or at the play centers. Each group is required to have some older person serve as Ranger Guide. They have had as their objectives the arousing and maintaining of interest in nature and outdoor life; and they have sought to teach members the crafts and skills of the pioneer, woodsman, Indian, cowboy, farmer. They have been interested in the preservation of wild life and natural resources, and in community service on projects along that line. No

set program is outlined for the clubs, each being free to work out with its Ranger Guide the type of projects in which members are particularly interested. All programs have to have the approval of the public recreation commission, which provides a list of suggested projects, with ways and means of carrying them on. All projects have to be "active program," rather than study.

Nature Hunt. Divide group into teams, and give each team a list of nature objects which can be found in the area. Each team should receive the same list; and care should be taken not to include anything that can be damaged by the collector. The winning team, of course, is the one which returns, on signal, with the largest number of the listed specimens. In addition, the winners can be asked to tell, briefly, what they know about each specimen.

Low Organization Games*

These are the active games that do not require a definite number of players nor any court of specific size. They use a minimum of equipment and are adaptable to a wide range of ages.

Hit Pin Baseball. This game, which is played on the Los Angeles playgrounds, and on many others as well, requires a diamond of any size—depending upon the space available and the age of the players. Make a circle of three feet radius for home base, and one foot square for the other bases. Stand an Indian club in the center of each base. Mark the pitcher's box as in indoor ball.

The batter stands in front of the club on home base and tries to kick a soccer ball. The pitcher uses an underhand throw and tries to knock down the club on home base before the batter has a chance to kick it. If the pitcher succeeds in knocking down the club, the batter is out. Balls and strikes, fair and foul hits are the same as indoor baseball. If four balls are called the batter has a free kick. When the batter makes a fair kick he must try to make a complete circuit of the bases, running outside the clubs and not knocking them down. To put him out, the play-

ers in the field must pass the ball to first, knock the pin over, to second, and so on. If the ball gets ahead of runner and the club ahead of him is knocked down with the ball, the runner is out. He is also out if he knocks down a club or runs inside any of the bases.

*Fox and Geese Dodge Ball.*¹ Ten to twenty participants may play. A large circle is drawn on the ground. Half the players stand inside and half outside the circle. The outside players have a volley ball which they throw at the ones in the circle, aiming below the waist. The players in the circle line up in a single file with their arms around the waist of the player ahead. The object of the game is to hit the end player in the line. The leader of the line may use his hands to bat the ball away and his job is to turn and twist the line so that the end man is protected. This means he should face the ball as much as possible. When the end player is hit (below the waist only) he drops off. The game is played on a time limit basis and the object is to see which team has the longest line left at the end of two minutes or any pre-arranged time limit. At no time may the head and end of the line connect.

*Paddle Ball.*² This is a new game for girls. Use the old ping pong paddles and take the handles off. Fix them so they can be fitted onto the palm of the hand, one on each hand. This game is played like hand ball. Use up against any wall and draw lines on the ground. The court is approximately twenty by twelve feet.

*Jump the Ball.*² Children stand in line, one in back of the other. Use a baby ball. The first one in line throws the ball against the wall, lets it bounce once before jumping over it, and on down the line. (Each jumps with legs apart and lands on both feet.) Whenever the player touches the ball or fails to jump over it, she goes to the end of the line. (This game is very simple, but we have seen youngsters play it for an hour or more at a time.)

¹ From *Active Games for Live Wires* (P 98). National Recreation Association. \$50.

² From *Good Games for the Summer Playground*. Los Angeles Department of Recreation and Parks bulletin.

* See "Games on the Playground," page 32, RECREATION, April 1951.



BACKYARD PLAYGROUND

For Every Child a Place to Play

Irma Z. Rodenhouse

IMAGINE HOW you would feel if it were your child who had run in front of a passing car! Or, think how you would feel if you were the motorist! Practically all drivers feel they are cautious enough, but still, children who play in the streets are in danger. In Seattle, something has been done and is still being done about it.

It was at a spring luncheon of the Seattle pre-school council, in April, 1929, that Miss Helen Reynolds, the director of childhood education for Seattle public schools, asked if this group could do something about the problem of children playing in the streets. She had been reminiscing about the lovely play yard she had had as a child, when she suddenly confronted the group with the idea that it should find ways of keeping children in their own yards.

Mrs. Morris Kennedy was so inspired that she conceived the idea of a backyard playground contest among the pre-school groups. Through a friend, she gained the support of the evening newspaper, which also donated a trophy cup for the school entering the most yards. The mayor issued a proclamation for Playground Week. Other papers and radio stations gave much publicity. The police depart-

ment, park department, PTA, district representatives of the National Recreation Association and of the Automobile Club gave active support to the project. Service clubs and stores donated prizes such as swings and sandboxes. Letters were written to New York, Los Angeles and some twenty other large cities for information regarding backyard playgrounds, and from answers to these came some very real, concrete help. Leading citizens composed the roster of judges. Thirty days after the initial luncheon the contest closed. Three hundred yards had been entered from fifteen pre-school groups.

The next year the results were even more encouraging. The women worked hard, publicity was good, and the yards totaled 866. When the contest was over, an inspection caravan followed the all-city judges over the whole city. It was fun, and mothers knew where their children were playing.

Police department statistics definitely indicated that lives have been saved. In the twelve years from 1921 to 1933 there were 166 traffic fatalities and 5,935 traffic accident injuries to persons under eighteen years of age. In the fourteen years from 1934 to 1948, fatalities numbered 104 and injuries 3,660, showing a reduction of sixty-two deaths and 2,275 injuries. This, despite an increase in population of over forty per cent, and an even great-

er increase in the number of automobiles.

Splendid cooperation was given by the papers and radio stations. One station carried a fifteen-minute weekly program for the contest for three months. Another instigated the theme song, "Stay in Your Own Backyard." The PTA annual luncheon became the "kick-off" meeting for all local, section and district chairmen (all recruited from local PTA groups), PTA presidents, pre-school presidents, school principals and other interested persons.

Other communities became interested in the project, and inquiries came so frequently that a booklet was issued by a fire insurance company for the pre-school division of the Seattle Council of PTA. This included a brief history, aids for the local chairmen, blueprint sketches of a sandbox and jungle gym, a list of the values of the project, rules, photostats of letters from the police department, Seattle public schools, the endorsement by the mayor, classes for judging, a sample of a judging sheet and an entry blank. In 1935 the booklet was reprinted and sent to many cities throughout the United States.

The technique of handling the contest went through certain modifications in classes, district divisions, awards, and finally sponsorship and objectives. In 1947, the Seattle Council of PTA took over the project and encouraged play areas and equipment for all age children and adults. The name was changed to the Home Playground Survey and Contest.

Interest in entering the contest was stimulated in many ways by the local chairmen, members of local PTA groups. Models of play equipment were constructed by the police depart-

MRS. RODENHOUSE is a physical education and health instructor at Ballard High School in Seattle, Washington.

CONTESTS

ment and schools, for display in store windows and at the schools. Tags were made of ribbon, paper, pipe cleaners and the like, according to the imagination of the local committee, for every child who proclaimed at least one piece of outdoor equipment at home. Eventually this was replaced by a standard home playground button. Local chairmen went to each room in their respective schools, giving talks, plays, asking for pupil participation in writing stories and making posters about playground space and equipment, and making available directions for building simple equipment. Motion pictures

taken of children playing on winning equipment were shown to commercial clubs, pre-school groups, PTA dads' night programs. Judges were instructed to watch for practicability of equipment, safety, evidence of use, originality, flexibility for age groups, and whether or not other children from the neighborhood were permitted to play in the yard. With the ever-increasing number of yards brought into the survey, an all-time high of 10,596 in 1948 and 9,603 from elementary students alone in 1949, it was decided that the junior and senior high schools should have a separate home recreation program.

Although the stated purpose of the project is to "stimulate interest in home playgrounds by encouraging the building of new play yards and improvement of present ones, to develop health, character and safety," the values of these yards are greater. From the original objective of keeping the children off the streets, the project has grown to provide or encourage the following:

1. Character development—children tend to play together more agreeably

under supervision that is not obvious; they learn consideration for and sharing with others, fair play and sportsmanship.

2. Health—with equipment in their own yards children have ample opportunity to develop muscular and neuromuscular coordination. Such activities tend to correct many postural defects, and play is in the fresh air and sunshine.

3. Family and social relationship—children find one more reason for loving their home surroundings and their parents, the family learns to play together, a neighborhood and community spirit often arises, children participate in a community project by writing stories and making posters.

4. Safety—statistics show that fewer traffic accidents occurred during the years of high cooperation with this project. Children are less apt to have non-traffic accidents when under the watchful eye of an interested adult.

5. Hobby development—families become interested in nature study, construction of equipment, gardening, sports and outdoor fireplace activities.

Neighborhood Playgrounds are Included in Youngstown

James P. Griffith

ABOUT TWENTY YEARS ago in Youngstown, Ohio, Mr. John Chase, the executive director of the Youngstown Playground Association promoted the idea of backyard and neighborhood playgrounds. Much success resulted for two or three years but the idea was abandoned during the depression in the thirties. In 1950 Mr. Frank Tear, president of the Youngstown Playground Association suggested that the project be tried again—Mr. Tear had

been the director in charge of the earlier program. The association therefore secured my services for this project.

The idea of backyard and neighborhood playgrounds was more or less a new undertaking, after the start of twenty years ago, and a new approach had to be made. The first thing done was to get in touch with the *Youngstown Vindicator* for publicity, and the newspaper gave the project prompt support. A reporter was assigned to write special stories on the progress of the program. Each Sunday a feature ar-



Winner of 1952 backyard contest. Local newspapers carried pictures each Sunday.

title on the project was published along with a picture of the backyard playground of a selected contest entrant. Along with the article was published an entry blank for those who wished to enter the contest. A timely

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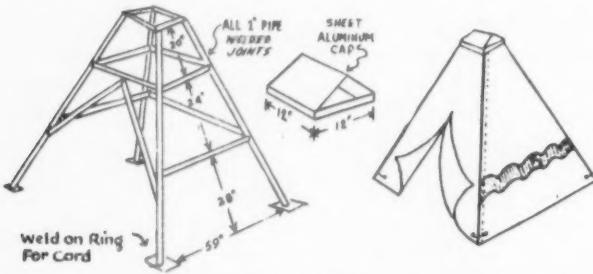
editorial was also published entitled "Small Playgrounds"—praising the worthiness of the project. Local department stores helped with window displays and by distributing entry blanks for a contest. All three of Youngstown's radio stations gave the project time on the air at periods throughout the summer. Much interest was created by this publicity.

However, we didn't stop there. We appealed to about a dozen civic organizations for endorsements and help. Such organizations as the Junior Chamber of Commerce, the CIO Council, the Chauffeurs and Teamsters Union, the Parent-Teacher Council, the

list of equipment for backyard and neighborhood use. Cash prize awards were to be given to the winners of the two classifications: Backyard Playgrounds, and Neighborhood Playgrounds. The prize money donors were the Youngstown Automobile Club, the CIO Council, and the Chauffeur's and Teamsters Union. The contest ran from July 1 to August 15. Pictures of the winners appeared in the local press; and at a meeting sponsored by the Parent-Teachers Association the prize winners were awarded their cash prizes and given a certificate of merit. About forty-five entries were listed in the summer of 1950.

area—called the Dean Street Neighborhood Playground—a mother took up a small collection to start the project. Her husband made most of the equipment which now includes two sand boxes, four swings, a basketball backboard, two tether ball posts and washer cups. Dean Street won first prize this summer and are using their prize money to buy material for a sliding board. This play area is needed because it is more than a mile from the nearest city playground and there are about forty children on the one block. Dean Street limits its children to those under twelve years of age, and the parents take turns as supervisors. The play area has as many as thirty-five children on it at one time—all for a cost of \$25 to \$30 for equipment.

This summer at the close of the contest, the Junior Chamber of Commerce gave over one of their luncheon meeting programs to the Playground Association for presentation of awards. Interest in the project had doubled and the number of contest entrants rose to ninety. Four or five new neighborhood playgrounds were started and many new backyard play areas developed. The manager of the play equipment department of a local store told the writer that they had sold more play equipment this year than in the previous ten-year period. The Youngstown Playground Association is a Red Feather service and it is felt in Youngstown that much good has been done in this promotional work as a safety measure and as a beauty and recreation factor as well.



Climbing bars and tent suggested by Youngstown Playground Association

Youngstown Safety Council, the Youngstown Automobile Club, the Veterans Council, the Southside Civic Association and others gave their hearty approval and endorsement.

Peoria, Illinois had promoted a similar project and a copy of their booklet, *Backyard and Neighborhood Playground Contest*, was sent to us for ideas. We published a similar booklet explaining the purpose of our project, containing rules of the contest and a

The project was again promoted this year with even greater success and more interest was shown as indicated by the number of new neighborhood play areas started.

Parents' committees were set up in areas where the need for playgrounds was most evident. They were encouraged to make a start. The Playground Association helped by cutting the grass, donating small equipment and furnishing them with a booklet. In one

INDIA'S CHILDREN'S GARDEN

The National Recreation Association has received an annual report for the year 1951-52 from an organization in India entitled "Balkan-ji-Bari." The name means "Children's Garden," and the chief aim of the organization is to make children as happy as possible and to let them develop by themselves. As the report states it:

"Balkan-ji-Bari brings children together, in their leisure time, for recre-

ation, but it is based on the belief that recreation is a medium of education in the most liberal sense, and that how a child spends his leisure hours will be an important determinant of the man or woman he or she is to become. It is, therefore, a school of discipline, but the discipline is that of democracy. In most of his life, the child is under orders, at work and maybe at home, but Balkan-ji-Bari is his own affair.

Boys and girls meet in these centres as often as possible—every day, if convenient, or once a week at least—and arrange varied programmes. The Bari has also a Pen-Friendship Section which brings children of different places, here and in foreign countries, in contact with each other. Thus the organization is national in its way of working, but international in its outlook."

Get More Out of Life

With a HOBBY

"If you don't know how to play make it your business to learn. If you do know how, or as soon as you know how, take it seriously, do it regularly. Develop a hobby, an avocation, a recreational program. It is as important in the maintenance of good mental health as good food is to physical health. Don't feel that you must justify your activity and don't do it on the basis of self-improvement. If you can learn to have fun from it and gain satisfaction from it, it is more important for you and more beneficial to you in times of stress than under ordinary circumstances."—William C. Menninger, M.D., in *Emotional Reactions Created from the War*.

This Is How It Looks To Me

William P. Uhler, Jr.

"OLD MACDONALD HAD A FARM,"—remember how it goes? It starts with one thing, adds others, but continues to retain the old ones. With me, hobbies have been like that. A new one comes along from time to time, but the old ones still retain much of their interest.

Looking back well over fifty years, my first hobby was music, if one could call it that. It started with the jew's-harp. I was given a very good one by an uncle. I still have it. And many an hour was made miserable for the family by the monotone of that instrument. Even yet, once in a while I get it out and see what can be done with it.

The next step was the flageolet or tin whistle. What patience my folks must have had! Then the harmonica. I wanted to play the violin, but couldn't sell the idea; so I banged on the piano.

MR. UHLER, retired after twenty-five years with the New Jersey department of education, is now a member of the school committee, Stockbridge, Mass.

Along in the high school days interest turned to the mandolin, the popular instrument of that time—the sax had not yet arrived. That developed far enough so that finally I had a few pupils of my own. Then later, I did try the violin and progressed far enough to play in a Sunday school orchestra. The many instruments and the few real players helped to hide the defects of the rest of us. We had more volume than quality but we did have some fun. The last attempt some fifteen or twenty years ago was on the clarinet. That progressed to the point of giving the player considerable satisfaction, but for some reason there were no bids to join the Boston Symphony.

Early in life an interest in knots and rope developed. It has continued through the years and has given many satisfying hours of study, practice and demonstration of knots and square knotting. There is much to be learned in this field.

As a youngster I always had a bow and arrows. Fortunately, in those days

when play activities were generally unsupervised, my bows were weak and poor. That kid stuff was no more archery than a shooting gallery is real riflery. As an adult, for a period of many years—including the present—archery has been a fascinating pastime and study. Archers, like fishermen, wax very enthusiastic and we admit among ourselves that when it comes to this subject, most of us are "nuts."

And of course general observation of nature,—birds, trees, plants—and gardening and fishing have all made their contributions.

"Art, what crimes are committed in thy name!" And I have been guilty too. My first efforts were in the form of coloring post cards and pictures bought at the five and dime store. I still have the first card I ever tried. That poor cow was certainly plastered. I even tried painting original pictures. One was a desert scene with a tiny camel along the pyramids. My mother asked me what the *turtle* was doing. That put a finish to that.

Then not being able to paint my own scenes, photography was the natural outcome. The main interest here has been landscape with the emphasis on good composition. Here is a field with endless possibilities, and it still offers me a strong challenge.

Then by chance I tried coloring my photographs with transparent oils. I had tried water colors and aniline dyes and did not like either; but the oils have worked out very well, and prints that are now completed seem good enough to give pleasure to others as well as myself. I even had one enlargement in a local art exhibit. Just now

I am in it to my ears. The big interest is clouds, and as they are studied there is more and more to be seen. Daily I get new thrills observing cloud shapes and colors, and trying to reproduce them.

Then crafts. There is a long list and most of them are among those I am going to try some time, when I get a chance. Ceramics, leather, plastics, wood working. They come first on the list, and one of these days. . . . The beauty of it is, that while the old ones

still give satisfaction, there are always new horizons—new worlds to conquer.

Poetry—if one says much about it, he is thought queer, pixillated. So I write 'em and file 'em and enjoy the process. Have been doing it for a long while. Some seemed good enough for publication and in fact have been published. Writing professional articles for publication has long been an old story, a part of my job, but the publication of a poem is something else again.

Out of it all has come not only much personal satisfaction, but the realization that you do not have to be a genius, a world-beater, to make hobbies worthwhile. Most of us are just ordinary folks with no special great talents. All too often our abilities, alas, are far less than our desires to create. But the effort is still worthwhile, even if the product turns out to be mediocre. It is the *doing* that counts.

So ride your hobbies. Keep a well-filled stable of them, and *ride 'em*.

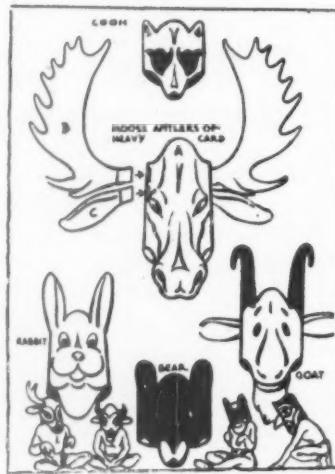
Tips for ARTS and CRAFTS Projects

"Relax with handcrafts—a wholesome, healthy hobby."
National Arts and Crafts Week, April 1-7

INTEREST YOUR youngsters, on the playgrounds, in arts and crafts, by giving them projects which call for the construction of meaningful or useful objects, or which tie-in with other playground activities—such as making masks for Big Injun day, leaf prints¹ for nature projects and the like. According to Joseph Lee, to construct things is a part of growth and in these early years it is to make things with one's hands.

The following projects are merely to start you in the planning of others.²

Cardboard Cylinder Masks³—Today, masked animal dances . . . offer an excellent opportunity to boys and girls for interrelated activities. . . . [they] provide training in design, color, craft ability, nature lore, and nature observation. The habits of a chipmunk or a frog become much more important to the child who is to play the part of the animal by imitating its movements, and making and wearing its mask. Many charming legends of the



Indian and of nature can be dramatized with masks around the council fire or upon the school stage.

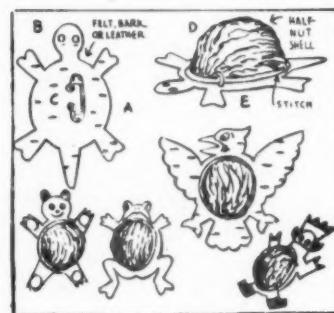
The making of masks should be done in the simplest way possible, since this should be a craft where all may participate. Of all the various methods of mask making, perhaps the cardboard cylinder mask offers the best possible results with a minimum of effort and ability.

In making the cardboard cylinder mask, a rectangular piece of cardboard is wrapped about the head to determine the necessary size of the cylinder. A symmetrical drawing of the animal

head is then made upon the flat cardboard and painted with opaque water colors.

Beaks and noses are sometimes made separately and are fastened to the cylinder either by sewing or with Scotch or adhesive tape. The mask is then rolled into the cylinder form and fastened together at the back.

Nut Shell Crafts⁴—These require only simple materials which may be at hand or can be found in the woods. As the



title reveals, nut shells are a part of the materials needed. Half shells of walnuts, hickory nuts or butternuts, pieces of bark, leather or felt and small

¹ See "Recipes for Fun," September 1952 RECREATION.

² Many arts and crafts projects are described in the pamphlets of the National Recreation Association. See listing on inside front cover.

³ Reprinted with permission from *Easy Crafts* by Ellsworth Jaeger. The Macmillan Company, New York 11, 1947. \$2.25.

⁴ Reprinted with permission from *Nature Crafts* by Ellsworth Jaeger. The Macmillan Company, New York 11, 1947. \$2.49.

safety pins are the materials necessary. In addition, include scissors and some glue or pitch.

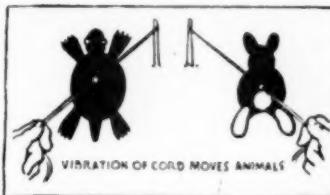
The drawings show the various designs that can be used. The outline of the animal is drawn upon the bark, leather or felt and then cut out with the scissors. Two holes are punched in the middle, one above the other and a small safety pin is inserted. A half walnut, hickory or butternut shell is then dipped into glue or pitch and held down firmly upon the bark or other material until it adheres. To fasten the shell more securely, bore a few holes into the rim and sew it to the bark with a few stitches. It can be used as a lapel ornament or necklace by threading a looped thong through it.

*Tortoise and Hare Race*⁵—Crafts offer the opportunity of making simple games related to story telling.

The familiar Aesop fable of "The Tortoise and the Hare" is perhaps

⁵ Reprinted with permission from *Easy Crafts* by Ellsworth Jaeger. The Macmillan Company, New York 11, 1947. \$2.25.

known to everyone. It relates how the hare, sure of his own speed, challenged the notoriously slow tortoise to a race.



The hare started off but was soon so far ahead that he decided to rest. It was a warm day and he dropped off to sleep. After a while, the tortoise came along and passed him but the hare slept on. Just as the sun was setting, the hare awoke and ran as fast as he could, only to discover that the tortoise had crossed the finish line long before. Thus, the slow and steady often win the race.

Both the hare and tortoise are cut from cardboard and strung with cords. In racing, one end of the cord is fastened to a stake or other object, while the other end is held in the contest-

ant's hand. The string is slanted a bit and vibrated to move the animals. It makes quite an exciting party game as well as a craft opportunity.

Free of Charge

The October, 1952 issue of *Family Circle* carried an excellent article giving instructions for simple clay work, "Clay Play," by Julia Hamlin Duncan, ceramics instructor at the Museum of Modern Art, New York City. Reprints have been made of this, by the Pemco Corporation, 5601 Eastern Avenue, Baltimore 24, and have been offered free of charge to RECREATION readers. In writing for a copy, therefore, be sure to mention where you saw this notice.

Scrap Materials

The *Dictionary of Discards* by Frank M. Rich is a handy, spiral bound, check list of scrap items and projects which can be made from them. A valuable addition to the craft leader's library. Published by Association Press, New York, 1952. \$3.50.

Children's "Collecting" Hobbies

National Collectors Week, April 8-15

A TWO-YEAR SURVEY of 8,414 children's hobby clubs, recently completed by the American Hobby Federation, indicates that the collecting of seals and labels, not even in the top ten in the last survey, now ranks first, displacing stamp collecting, now in sixth place. A seal label collection consists of hundreds obtained from household items such as foods, cosmetics, clothing, and so on. They cost nothing.

One collector was surprised to find that an old label from a Lydia Pinkham bottle could be sold for one hundred dollars, but for the most part transactions do not involve the coin of the realm.

Nine of the favorite hobbies are the collecting of autographs, insects, match box covers, miniatures. Only making model planes, wood craft, painting, and photography rank near collecting

in interest. One disquieting note is the prevalence of the listing of throwing rocks at trains as a delightful hobby!

Some of the recreation training specialists of the National Recreation Association, on the other hand, mention a current interest in the collecting of match box covers with pictures on them, rather than just printing, and the age-old interests in collecting nature specimens—bugs and butterflies, and marbles of unusual color and size. Frank Staples, association arts and crafts specialist adds, "In the field of crafts, most children do not consider this as a hobby, but as an activity. It becomes a hobby later in life as an outgrowth of interest and activity in this field in childhood." Anne Livingston calls attention to the collecting of dolls—with emphasis on clothes, coins, cow-

boy equipment, records, photographs of movie stars, plus autographs and shells.

In regard to the latter, the *National Geographic Magazine* for last July carried an article by Rutherford Platt, "Shells Take You Over World Horizons," on shell collecting as a new hobby.

Why not follow through on some of these interests and help the youngsters to establish hobby groups as a part of your playground program? A letter from the American Hobby Federation says, "Since we published the results of the Federation's study of children's hobby preferences, we have been deluged with letters from educators, parents, directors of churches, community centers, children's clubs, home economists, asking questions pertaining to the new number one hobby, collecting

seals and labels. In an effort to answer all of these questions, we have written a special bulletin which we are offering free to the public providing they send a self-addressed stamped envelope to us."

The following suggestions are reprinted from this bulletin:

How to Remove Labels from Packages—This should be done with care. Starting at one corner, gently pull the label. If it is stuck and you may tear it, start at another corner. Use just enough warm water to dampen it and pull gently. It will then come off in perfect condition. Just take your time. Labels on bottles can be removed only by using warm water. Dye in most labels will not run. After removing, paste label in your book, using rubber cement, so that later you can remove the label from the page if you wish. White paste is also satisfactory. Packages and bottles are not the only source of labels. Hotels, airlines, steamship and bus lines, vacation resorts, cities, states

will often supply labels if you will write or ask for them.

How to Start a Collection

Starting a seal and label collection is easy and fun. Just look around the house for packages. On most packages will be found at least one label. In a very short time a youngster will have a few of them. On the average, thirty packages of various kinds are brought into the home every week by Mother and Dad. Candy boxes, fruit cake, cosmetics, medicine bottles are a few of the sources for embossed metallic-foil seals. Youngster should paste in his book only one label of a kind as part of his collection. Rule for exchange depends on how scarce a particular label is or how badly the collector needs it. Collector swapping value depends on the individual collector and his individual needs. One 1945 label may be worth six 1950 labels. Metallic-foil seals are more valuable because there are fewer of these than die-cut labels. Rate of exchange for

one 1952 seal might be two or three 1952 labels.

First club meeting is an important one. Be sure to have some interesting seals and labels to show youngsters, tell where and how to get seals and labels, how to paste them into books and cards, how to classify them in categories. Send self-addressed stamped envelope to American Hobby Federation, 12 East 41st Street, New York 17, New York, for seals and labels. We have a limited number to distribute free. Plan to have an exhibit as soon as possible. Exhibits are the greatest way to keep collectors' enthusiasm high. Plan to exhibit at least once a month. Encourage youngsters to bring in their collections to each meeting. They like to show what they have collected, others like to see them. Have swap meetings.

Youngsters like this hobby primarily because it is fun. But it has many educational features, history and geography among them, which accounts for its approval by parents and educators.

Indoor Garden

M. O. Hyde

National Gardening Week, April 16-23

THE WAY your indoor garden grows will depend largely on the kind of soil you use. If you live in the city, you can buy small bags of soil, sand, and humus from your florist or department store. If you dig soil from outdoors use some from the woods or from a garden where healthy plants are growing. Buy sand such as builders use for concrete. Seashore sand should not be used because it would be too salty for most plants.

To make good soil for indoor gardens use one part soil, one part humus, which is decayed leaves, and one part sand. The humus and sand help to break up any clay which is in the soil

so that air can get into it and water can drain properly.

Before putting soil into a pot or box, lay some broken pieces of flower pot or some pebbles in the bottom. If possible, put a layer of charcoal over this, then add soil to within a half inch of the top.

Choose a sunny window sill for your indoor garden. Keep the soil moist but not soaking wet. If the soil cakes, pry it loose gently with a fork, being careful not to hurt the growing plant.

Wash the leaves of your plants once a week by sprinkling water on them. This indoor rain will dust the leaves so that they can grow better.



Butter Box Gardens

Materials: Butter boxes about 5 inches by 2½ inches by 2½ inches or any heavily waxed cartons that will hold about 2 inches of soil; adhesive tape; seeds from lemon, grapefruit, orange, corn, beans, peas, or watermelon; soil and sand, humus and pebbles as described above.

Directions: To prepare butter boxes cut away the top of the boxes and tape the corners with adhesive tape. If you

wish to make them more attractive; cover them with aluminum foil. Punch holes in the bottoms of the boxes and place them on flat plates.

Fill the boxes as directed above. Select the seeds you wish to plant and soak four of each kind in water for about twelve hours. Plant them using a different box for each variety of seed. When the plants are two inches high pull out the weakest ones, so that there will be room for one healthy plant to grow.

Sweet Potato Vine

Material: Sweet potato (ask your grocer for one that has not been coated with preservative to keep it from sprouting), jar to fit potato so that only lower end is in water, or larger jar and toothpicks.

Directions: Fill a jar with water and place a fresh sweet potato in it with the narrow end down. Only the lower half should be in the water. If your jar is not small enough to support the potato, stick several toothpicks in the potato and let them rest on the edges of the jar. Put the sweet potato garden in a warm, dark place until the roots begin to grow. Keep water at the proper level at all times. Watch the garden daily to see if more water must be added.

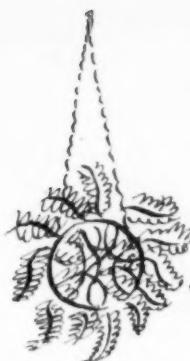
In about a week the stems will start. You will know that they are stems because they grow up instead of down. When this happens move the garden to a sunny place. A wall bracket is a good place for a sweet potato vine so that it can trail down to the window sill.

Fern Ball Or Sedum Ball

Materials: Creeping fern (*Davallia bullata*) from woods or florist, or stonecrops (*Sedum*) from garden or florist, loose moss, rotted leaves, thin wire.

Directions: Creeping fern is found in the deep woods forming a thick mat over a bare rock surface. Leaves are dark shining green and are delicately curved. They may be a foot long. Some people call this fern Squirrel's Foot. If you can't buy or find creeping fern, use stonecrops (*Sedum*).

Make a ball using soil in the center



and moss on the outside. Wrap thin wire around the ball in many directions to hold it together. Cover the ball with plants, tucking roots into the soil.

Hang this garden in a window and it will last many months. Keep it moist by soaking it twice a week in a pan of water.

Bird Seed Garden

Materials: Cake pan or bowl, sponges of any kind, several packets of bird seed.

Directions: Dampen a sponge in a bowl or cake pan and sprinkle some bird seed from one package on it. Watch for different kinds of plants. Try other seeds from different packages on separate sponges. Count the number of different plants.

A Farm in a Dish

Materials: Large, low bowl or dish, sand, charcoal, soil, stones, toothpicks, glue, moss, evergreen sprig, toy cows or horses, aluminum foil, bean or cress seeds.

Directions: Put a one-inch layer of sand in the bottom of a bowl, add a layer of charcoal, then add a three-inch layer of soil. Make rolling hills with soil and cover them with a lawn of moss. In one corner of the dish push the soil away and insert a cup made from aluminum foil. This can be filled with water to make a pond



that can be edged with stones. In another corner plant an evergreen sprig to serve as a tree. Place small plastic animals in the field to graze beneath the tree. Fence them in with toothpicks stuck in the soil to look like a picket fence. Glue toothpicks across the fence to give it extra support. Plant a little field of cress or bean seeds.

A Garden From the Woods

Materials: Sand, charcoal, soil from woods, plants from woods, flat cake pan.

Directions: Gather soil and a green carpet of moss from the woods. Dig up some small woodland plants and lay them in a box with some of the soil that was around their roots. Prepare a cake pan for your woodland garden with sand, charcoal, and soil as you did for your farm in a dish. Arrange the woodland plants and keep moist. Now you have a piece of woods growing on your window sill. You may be surprised to find new plants growing from seeds that were hidden in the soil.

Chemical Garden

Materials: Salt, laundry bluing, Mercurochrome, ammonia, saucer, small pieces of brick or coke.

Directions: Put bricks or small pieces of coke in a saucer. In a small bowl mix together four tablespoons of salt, the same amount of water and laundry bluing, plus one of ammonia. Add a few drops of Mercurochrome. Pour this mixture over the bricks or coke. Place the saucer on a window sill where it will not be moved. Don't water it, just watch.

Morning-Glory Vine

Materials: 2-inch flower pot, 6-inch flower pot, sand, soil, humus, morning glory seeds.

Directions: Scratch the hard coats of five morning-glory seeds with a file and soak them overnight in water. Plant them in a small pot near the surface. Move the healthiest one to a larger pot when it is a month old.

Reprinted from the *McCall's Children's Annual*, Volume 1, Pg. 160. \$1.00.

A Sport for All Ages

National Sports Week, April 24-30



ONE OF the nation's number one participation sports, roller skating, with 17,000,000 avid followers annually, has grown to this figure in the last ten years. At one time, the rink operator was looked upon as someone living a fading hope; but suddenly things began to happen. All at once the rinks weren't large enough for the many people who wanted to roller skate.

Today there are 4,000 rinks flourishing in the United States, and many

others are under construction. Many interesting ideas are being incorporated into the new roller rinks. In Watertown, South Dakota, for instance, a rink that looks like a huge doughnut from the air recently opened to the public. It has underground passages to the street, along which can be found rest rooms, skate rooms, soda bars, and offices. The rink floor itself is entirely devoid of obstacles, and the cut-out in the center keeps collision accidents to a minimum.

In Belleville, Kansas, a 50 by 120 foot rink has been built by thirty of the most prominent citizens. The Champaign, Illinois, rink occupies the second floor of a department store. In Jacksonville, Florida, where building costs are almost prohibitive for many private industries, a new rink was built covering 17,000 square feet of space.

One of the advantages of this activity is that it isn't restricted to teenagers alone. It can be enjoyed by octogenarians, such as Pop Carter, eighty-



two-year-old exhibition skater, or to small fry such as seventeen-month-old Jackie Bays, of White Plains, New York, who skated almost before she could walk. Roller skating has also proved invaluable in therapeutic treatment.

Seven out of ten people in the United States have roller skated at one time or another. This means that 100,000,000 people in the United States can balance on rollers.

The dance is most popular form of rink skating. Waltz, fox-trot, two-step, and the tango are the most popular of the dances. Speed skating is considered a lost art, and the rinks go in for a more graceful form—dance and figure skating.

New York City Amateur Roller Racing Championships are held on the Mall in Central Park every October, sponsored by the *New York Journal American* and the New York Department of Parks. These are the climax of a city-wide competition for boys and girls.

Speaking of Sports

"There will be need of sports for the habits of the soul even at six years of age."

—PLATO

"Roller skating has grown up! Once referred to as a child's game, the sport has acquired new life and glamour during the past decade and now ranks as a leading sport in this country. Millions of Americans, old and young, are enjoying this revival. They are skating regularly—but it is not the sport Grandfather knew."

—BOB MARTIN
in *Roller Skating*

"While it is more fun to win than to lose, more fun to play well, to make shots and strokes correctly than in bad form—it really is not vital whether we win, nor is it really important to play well. It is only important to play."

—JOHN R. TUNIS in *Sports for Fun*

"Boyhood's habit and love of games tends to persist through life and directly to enrich social relations, while relieving duty's routine. From such games we may carry a sense of value not only of sportiveness but of a richer quality that does much to mellow and

dignify the inevitable rivalries of life. For this quality we have no abstract noun but we know pretty well what we mean in saying 'he plays the game.'"

—PERCY HUGHES

"Joy in physical recreation may be a compound of many elements, including pleasure in the actual activity, relaxation and change, pleasant surroundings, companionship, anticipation and memory. There is satisfaction in doing well some physical thing."

—DR. DUDLEY B. REED
in *Keep Fit and Like It*

Substitutions in Arts and Crafts

Oscar G. Holt

As a general rule substitution is frowned upon in the best circles, but on the playgrounds with low budgets it is a commendable trait.

The twin cities of Auburn and Lewiston, Maine, which are separated by only a river, each with seven playgrounds, were allowed but a part-time supervisor of arts and crafts. It was convenient for one man to service both recreation departments providing he divided his time equally. Auburn's seven playgrounds serviced 1,002 children from a population of 23,137; while Lewiston, with the same number of playgrounds had a population of 43,000 with 1,900 children registered. My problem was to supply tools and materials to keep them busy with but a few dollars allowed for arts and crafts; so it was very evident that substitution was a very necessary requirement.

We made our own finger paints from the very fine formula given in the National Recreation Association's *Summer Playground Notebook*, 1951 issue, but found that finger paint paper was too expensive. We then tried out a number of cheaper papers and discovered that a certain grade of "butcher's paper" had the right glossy surface and worked to perfection although it was a light cream color instead of white. With this we could supply hundreds for less money than the regular paper would supply dozens.

Another substitute was a gesso formula which was no cheaper but a lot easier for the playground leader and as satisfactory in the long run. Instead of mixing a gesso with whiting,

glue, and so on, we used *Tide* detergent soap powder (one cup) with a half cup of *Zippy* plastic starch—whipped it well with an egg beater and then covered jelly glasses, tin cans and cardboard plates (the papyrus type is best). We also cut circles from cardboard cartons and covered these to make coasters and wall plaques. After this mixture dries, it is hard and can be colored with water colors or poster paints and shellacked. When making doll furniture use this mixture on the kitchen and bathroom pieces to simulate white enamel furniture.

We found that sawdust and flour modeling mixture was just a "plaything," but by substituting wall paper paste for the flour we had a mixture that, when well dried, could be sawed, drilled, whittled, painted and shellacked. This mixture could be used to fashion articles that were permanent and could actually be used. A favorite was the modeling of ashtrays. After sandpapering, coloring and finishing with a good spar or plastic varnish they will give fine service in the home. Wall paper paste is less expensive than flour these days too.

In the old days when we wanted small pieces of thin plywood, cigar boxes were just the thing, but today most cigar boxes are made of paper. However, by using fine-toothed coping saws or the regular jeweler's saws this heavy paper can be used for puzzles and other small cutouts, providing the fuzzy edge is removed with a very fine sandpaper. After painting with poster paints, two coats of shellac should be used.

Another problem on all playgrounds was that of checkers. We made checkerboards from heavy carton stock, painted the squares with poster paint and then applied a coat of shellac. A local shoe shop furnished scrap sole leather which we cut, with a one inch punch, into circles and dipped these in red and black lacquer. Checkers made in this manner are as hard as wooden ones and will not break. Thus we had thousands of checkers for the price of a punch and two cans of lacquer.

We finished our season with a musical pageant, "Children of America," and the supervisor in charge called upon the arts and crafts department for props. One request was for a covered wagon. It had to be rubber tired, because of the ball field on which we were using it, and it had to roll easily because a dozen "Indians" ten to fourteen years old had to wheel it in loaded with a dozen youngsters. Just try to find horse drawn vehicles in this motorized age! Even Maine farmers use tractors and power machinery nowadays. The *only* thing we could find that met the above requirement was a manure spreader—so that was our substitute covered wagon.

We fixed it up with a canvas top, arrows from the archery group sticking from the sides, and with a large (water) barrel lashed to the rear, to hide the spreading gear, it made an excellent prop.

Yes, when it comes to stretching just so many dollars over so many weeks to keep so many children busy, substitution becomes a virtue.

MR. OSCAR G. HOLT is the director of arts and crafts in the Recreation and Parks Department of Auburn, Maine.

The good sportsmanship learned in team play prepares player for social membership, builds citizens of the future. Game in Memphis, Tennessee.



There is joy in swinging and climbing. These activities develop self-confidence as well as muscles. Above, Robinwood Totlot, Detroit, Michigan.



Curiosity leads to an interest in living things, and in the fostering of nature activities which can carry over into later years. Children in a day camp at Wichita, Kansas, engrossed in watching a turtle walk.



Acquaintance with animals molds the instincts of care and service, awakens responsibility. Young miss proudly displays novel pet in Austin, Texas.

Play is

and our playgrounds are h

Joseph Lee states that play is the service of the end he seeks. What is the nature of

"The ideal ends that play prescribes are those for which men and women in all ages have gladdened creation, rhythm; nurture, curiosity; humanizing sources of our ideals."

Construction of something from sand marks a new era in life. The creative impulse is born. Serious builders at their work on a playground in Chicago, Illinois.





Imagination is the budding of new life; and all children go through the Big Injun age. Indian Chief Whirling Thunder and his tribe, Chicago.



Rhythm and dancing go hand in hand, as on this Charleston, West Virginia, playground. Rhythm is an important enlargement of the child's world.

is Growth

are hunting grounds—for ideals.

service of ideals. He says, "A child playing is absorbed in the pursuit of that end?"

are the ideals that dominate our later life, the ends we have gladly died and been praised for doing so. Building, creating, fighting, citizenship,—these are the abiding

Running and dodging games concentrate on results. The thing is to get away. This illustrates the purposeful character of play. Los Angeles, California.

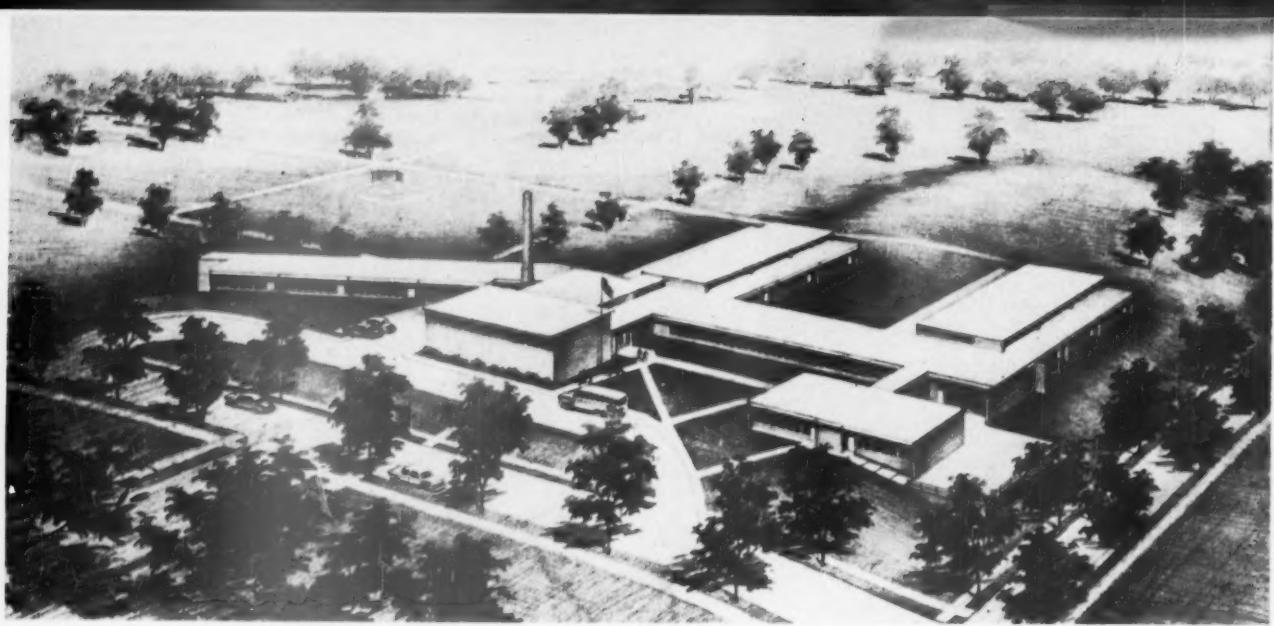


One has to fight for himself. A hard game, well fought, toughens the fibre of the player. Box hockey at a playground in Memphis, Tennessee.



Give creative opportunity to your children, and elbow room. The things men make are started in this form of childhood play. Craft group in Mooresville, North Carolina, learning block printing with felt.





School-City Cooperation

In the Planning
of Recreation Areas
and Facilities

PART I

THE GROWTH of cooperative action on the part of school and municipal authorities in the acquisition, planning, construction and maintenance of areas and facilities designed for school and community recreation use is a striking and significant development in recent years. The removal of real and imaginary obstacles that for many years deterred such cooperation and the resolution of jurisdictional differences between school and city authorities represent a drastic and desirable advance in relationships and practice.

As Mr. Malcolm Kirkpatrick has pointed out, "Traditionally our school, park and playground sites have been purchased, developed and operated separately—and with little or no coordination. . . . This procedure has been

an extravagant duplication."¹ A study of the relationship of city planning to school plant planning,² involving an analysis of one hundred city plans published between 1905 and 1933, moreover, revealed that such cooperative planning received little consideration during this period. It indicated that general volumes on city planning were but little concerned with schools or school plant planning, and that twenty-one of the one hundred city plans studied failed to include any mention of schools. Ten of twenty-five books on city planning made no mention of schools and only five of sixty-five school building surveys showed cooperation between school and city plan-

ning authorities.

Failure to provide adequately for community use in planning new school buildings, or to give recreation authorities responsible for such use an opportunity to review school plans, has proved a serious handicap to recreation programs. "Buildings not planned for recreational use" was the only difficulty threatening cooperative use that was frequently reported in a 1950 study of school center operation in 105 cities.³ Recent steps to correct this difficulty, therefore, promise more satisfactory and effective use of schools for community recreation in the years ahead.

Cooperative action follows no uniform pattern, but has been achieved in various ways. Formal agreements endorsing the general principle of co-

¹ "The Park-School as a Functional Facility," RECREATION, October 1951.

² *The Relationship of City Planning to School Plant Planning* by Russell A. Hoby, Bureau of Publications, Teachers College, New York, 1935.

³ *The Use of Schools for Recreation*, National Recreation Association, 1950.

Maude Armatage Elementary School and adjoining park. City plans include the co-operative use of properties such as these.

operation in the acquisition and improvement of properties have been reached by school and city authorities in several cities. In others such agreements have related only to specific properties. Officially appointed coordinating committees in some cities review all proposals for new areas and facilities, and recommend to the respective authorities procedure that will bring maximum benefit to all. Informal arrangements whereby school and recreation area plans are reviewed regularly and in their early stages by recreation or school personnel, joint employment of a landscape architect by the two departments and agreements for leasing school properties to the park department for development are other methods adopted for facilitating cooperative action. The following examples of cooperation point the way to methods of achieving joint planning and action in other cities.

Grand Rapids, Michigan

The desire to construct school buildings that would serve as recreation centers for community groups presented financial and administrative difficulties to the school and city authorities in Grand Rapids, as elsewhere. These difficulties have been overcome however, and a valid set of agreements have been reached which are yielding beneficial results. They are described by the superintendent of parks as follows:⁴

A specific plan of development is being prepared by the city for each school-recreation area, showing the exact layout and design of the area clearly defining the "school area" and "city area." "School area" is the site where the school building is placed, and such developed areas as will principally be used for school purposes. Its extent is determined by negotiations between the representatives of the city and the schools and is decided upon for each school. The "school area" generally

contains the school building itself, the main approaches to the building, the hard-surfaced wet-weather play areas, the kindergarten play and apparatus area, a portion of the play and apparatus area for the older children, some play field sections, and landscape features.

The balance of the grounds is the "city area" and contains all the facilities and playfields which are principally used by children and adults during off-school hours and vacation. A clear and concise definition of these areas is very important since it involves the expenditures incurred by the board and the city. These dividing lines are on paper only and do not under any circumstances influence the overall design of the grounds, nor are they visible in any way.

The park-school agreement of the City of Grand Rapids states that the cost of development of the "school area" shall be the responsibility of the board of education and the cost of the development of the "city area" shall be borne by the city. It is evident by this arrangement that the board of education is paying for facilities which are beneficial mainly to the school itself, while the city pays for installations which mainly benefit the general public.

Ownership and Maintenance of Land

The ownership of land to be used for the park-school plan is divided into three categories, where:

1. The board owns all the land.
2. The city owns the land directly adjacent to land owned by the board, and the land owned by the board contains the "minimum area" at a suitable location. (A minimum area is five acres for an elementary school.)
3. The land upon which the program is to be conducted is owned by the city, or where the board owns adjacent land which does not contain the "minimum area."

Where category 1 exists, the school board leases to the city for a consideration of \$1.00 per annum the amount of acreage over and above the five acres "minimum area." The reason for this is to prevent the criticism that the city is spending capital money on

George Butler

land to which it has no legal rights.

Under category 2, both parties retain ownership rights to their respective parcels.

Under category 3, the city sells to the board sufficient land so it may obtain the "minimum area," the value of the land to be determined by an appraiser mutually agreed upon. These types of ownership seem to be fair and equitable and have so far not resulted in any disagreement. The boundary lines of these parcels, whether leased or owned, are not visible on the grounds and the previously mentioned "school area" and "city area" are not the same as the leased or owned lands.

Under the agreement the city repairs and maintains all areas outside of the building line with the exception of snow removal from school walks. The board of education compensates the city for the repair and upkeep of the areas and facilities located within the "school area." The amount is a predetermined sum paid annually and is based upon the estimated amount mutually agreed upon and may be changed from year to year.

The "school area" is under the control of the board of education during the hours the school is in session. During all other hours, control of the area is under the city.

This agreement, including the leases, is to endure for a twenty-year period unless changes in the city charter make it impossible, either for the board, or the city, to incur obligations over so long a period, in which case it is to endure over such a period as is legally permissible.

Joint Planning of School Buildings

Under an increased tax levy, the board of education in Grand Rapids intends to build eighteen new schools, practically all of which will be park-schools and several existing schools will likewise be converted to the extent that this is possible. The architects work in very close cooperation with the

⁴ "The Park-School System in Grand Rapids, Michigan" by Frederick C. See, *Parks and Recreation*, November 1952.

design office of the park department and the buildings are so designed that they will serve their dual purpose to the greatest advantage.

The location of the structure on the site is so planned that the maximum use of playground and recreation facilities is obtained. The layout of the school is so designed that toilet facilities, arts and crafts rooms, play leaders' rooms, park storage rooms and so forth are directly accessible from the outside and in proper relation to

facilities of Pershing Field. The school board maintains the athletic field and the park board maintains Pershing Field, and each party grants to the other the free use of its facilities so long as that use does not conflict with the program use of each of the parties.

In 1948 the two boards conferred with respect to plans for the cooperative development and use of adjoining school and park properties. A special committee appointed to study the proposal, which involved improvement of

able that the above should be constructed concurrently.

"The Board of Park Commissioners shall maintain the area as constructed by them, and the Board of Education shall likewise maintain the area developed by them under this particular agreement.

"As operation of this unit will be a continually changing factor, it is deemed advisable that this matter be determined by the executive staffs or their representatives."

Even more significant was the following resolution which was adopted in 1948 as setting forth a policy assuring cooperation between the two boards on future projects:

"WHEREAS, The Board of Education and the Board of Park Commissioners of the City of Minneapolis are both public bodies with different spheres of public service and separately govern their properties, and

"WHEREAS, The accomplishment of such joint undertaking requires the concurrent adoption of a policy by each Board which would direct the staff of their department in their efforts to develop and operate such integrated units,

Now, therefore, be it concurrently *Resolved*, That the following statement of policy shall govern the actions of the two departments in the execution of their plan of cooperation for joint planning and separate use of combined properties as follows:

That the combined facilities are a single community asset, the operation of which should be so conducted as to provide maximum community benefits which can be derived through such joint use. The facilities are to be operated jointly or separately, in whole or in part, in accordance with details as agreed upon by the executive staffs or their representatives, keeping in mind that the foremost function of such operation would be the expenditure of available public funds in such a way as to provide the greatest service to the community." ⁶

The latest example of the results of such cooperation is in the construction



New York City avoids duplication and offers increased recreation opportunities at decreased per capita cost. Above, park playground at P.S. 20, Queens.

the projected recreational facilities. These special considerations add very little to the cost of new structures, but pay enormous dividends in the proper operation of the park-school.

Minneapolis, Minnesota

Several examples of cooperation between school and park authorities have been recorded in Minneapolis in recent years. In 1941, for example, the board of education prepared a plan for an athletic field for the new Southwest High School, utilizing its block of land to the east of Pershing Field, a city park, together with the intervening street, and also a small strip at the east end of Pershing Field. This plan was agreed to by the park board which entered into an agreement with the board of education providing for the joint use of the athletic field and the

a small park, closing a street between the park and the school and the redesigning of the school playground recommended a plan⁵ which included the following:

"The Board of Park Commissioners shall assume the cost of construction of all park areas plus school property between the center line of vacated Sixteenth Street and the cross-walk along the south side of the school building.

"The Board of Education shall assume the cost of construction of the area north of the above-mentioned cross-walk. This will consist of hard-surfacing the playground on the Portland Avenue side of the Madison School site.

"In order to facilitate the development of the unit, it is deemed advis-

⁵ Board of Park Commissioners, Minutes of Regular Meeting, October 20, 1948.

⁶ Board of Park Commissioners, Minutes of Regular Meeting, October 20, 1948.

of the Maude Armatage Public Elementary School, named in honor of a woman who served on the park board for thirty years and who was long an advocate of joint park-school planning. The school is the result of cooperative planning on the part of the park board, the board of education and community groups. The building occupies about four acres of a twenty-two acre site; the remainder is being developed by the park board as an all-year recreation area for use by all ages. The school provides a center for activities for all of the citizens the year round. The library, which is a part of the city's library system, the gymnasium and the 150-seat auditorium are located near the front entrance and parking area so meetings and programs can conceivably be held during school hours. The focal point of the school as a community center, however, is a series of community rooms at ground level under a classroom wing. Because this section can be shut off from the rest of the school, community groups can hold their programs while school is in session as well as after school. One large storeroom, which opens onto the playgrounds on the lower level, has been reserved for park board equipment. (See illustration.)

New York City, New York

For many years in New York City, the board of education provided its own school playgrounds, while in the same general neighborhood the park department operated children's play areas. Some ten years ago, however, the two departments agreed on a plan which would eliminate duplication and give greater recreational opportunities for both the schools and the community at a decreased per capita cost. Owing to the savings effected, it was possible, in many cases, to provide much larger playgrounds attached to the schools than would have been possible had each department developed independent playgrounds.

In general, the pattern has been for the board of education to acquire the land and for the park department to develop it and provide for its maintenance. The planning is done by the park department in close cooperation with the board of education so that the

school program of health education and recreation may be carried out during school hours.

Each playground usually has a small fenced-off area, called a "Mothers' and Babies' Playground," which is not used by the schools, but is operated under park department leadership. All other parts of the playground are reserved during school hours for the exclusive use of the school. After school hours and on Saturdays and holidays and during vacation periods, the playground is open to the general public.

The selection of locations for such jointly-operated playgrounds is made by agreement between the two departments. The park department studies the board of education building program to determine which projects will afford opportunities to provide playgrounds that will not duplicate present facilities. The board of education then approves the joint operation described above.

There is no question that this plan has substantially increased the playground facilities of the city, both for the children in the schools and for the community at large. It is being accomplished economically by avoiding duplication and by obtaining greater utilization of areas and facilities. Playgrounds serving both school and city have been completed at thirty-nine schools and a still larger program is contemplated for the future. (See illustration.)

Austin, Texas

The public school system and the recreation department have long cooperated in the use of facilities, but this relationship was crystallized in 1950 by the adoption of the following resolution by the city council and the board of education:

"WHEREAS, it is the purpose and policy of the City of Austin through the Recreation Department to develop, operate and maintain community recreation facilities;

WHEREAS, it is the policy of the Austin Public Schools to develop, construct, maintain, and operate school plants offering facilities for community use;

WHEREAS, it is recognized, both by educational and recreational agencies

through the country, that the development of school plants and recreational areas for joint use is a sound practice;

WHEREAS, the City Plan Commission firmly believes in the policy of establishing neighborhood playgrounds adjacent to public school sites;

WHEREAS, certain school facilities are now in use by the Recreation Department;

WHEREAS, recreation and education are closely parallel in many purposes, objectives, and programs;

WHEREAS, the practice of establishing school plants and neighborhood playgrounds for joint use will effect a direct saving to the citizens of Austin:

Therefore be it Resolved, That in the interest of better service and greater economy to the community, a joint committee of the staff personnel between the City of Austin and the Austin Public Schools be appointed and authorized to study ways and means, develop and recommend plans and policies for the establishment of school and recreational facilities and sites for joint use."⁷⁷

Since the adoption of the preceding resolution, the schools and the city have been buying property for joint development as elementary schools and playgrounds. Four areas have already been purchased and four others are in the process of being acquired. A detailed statement of policy agreements to implement the resolution has been prepared and is being studied by the local authorities.

⁷⁷ From study "Planning Ahead for Recreation in Austin" prepared for the Parks and Recreation Board by Beverly S. Sheffield, Director of Recreation, Austin, Texas.

This article will be continued in the May 1953 issue of RECREATION.



This interesting question is answered by comments from outstanding leaders in the recreation leadership training field.

Are We Meeting the NEWER

Harvey E. Billig

The Question

The happy moment arrived for Jack Jones, recreation major, "A" student, new candidate for teaching. He stepped briskly up to the front door of the elementary school where he had been summoned to his first assignment.

Right behind him a large bus drove in to the school yard and one by one each child got out. Jack paled. He was surprised. He did not expect to see this.

One little girl was being lifted off the steps by the bus driver. He handed her two little crutches which she thrust expertly under her arms. She hobbled off in rapid rhythm. The next child was placed in a wheel chair. Two seconds later she was right behind her friend with the crutches. Other children followed—this one with a brace, that one with his cane. They hobbled and limped, and made their way to the hallway—chatting and laughing, as would any group of children, anywhere.

Jack proceeded down the hallway. Hardly was he introduced to the principal, before he explained that he had no knowledge whatsoever about handicapped children. The principal pleaded with him.

"Please stay. These children need so much help," she said. "We have

waited so long to get someone assigned especially to us. We are in desperate need of a recreation program and our classroom teachers and therapists are already loaded with a more than full schedule."

Jack wanted to help. The challenge was great. The need intense. With the assistance of a dictionary (to learn the names of the most common disabilities in a children's atypical program), outside professional guidance, night reading, consultation, and just plain sweat, he proceeded.

If there are to be any constructive suggestions to better meet this situation and many others, in our nation today, those of us who are serving on the physical education staffs of college faculties must turn our critical eyes upon our institutions of teacher training. What is happening, at the professional level, to provide the training and experience necessary to prepare our young candidates to serve in these capacities with adequacy?

The job of recreation leadership has grown with the need in the communities. If we are sincere in our aim to provide recreation adapted to every age and every capacity, we are including in that concept every child, whether he is physically capable and in complete control of his physical functions or only partially capable of physical movement.

What is the record in our professional training programs? How many curricula include recreation courses for the handicapped—training experience

with the handicapped—play programs especially designed for the disabled—sports adapted for the special situation—practical teaching and leadership in special schools, special playgrounds, and special programs for child and adult rehabilitation?

The fact that the demand for attention to the disabled is ever growing nationally is brought to our awareness by the continual national drives for polio—cerebral palsy—rheumatic fever—a few in the field of disabilities plaguing our population today.

To deal with these disabilities one has to understand them. No intelligent teaching-guidance of any kind, whether on the intellectual or emotional basis, can be effective if the recreation leader is totally ignorant of the disability with which he is dealing. What can he expect of that child, what are the goals to be aimed for, what progress, if any, what motivation, and so on?

In this era of high specialization, we expect our worker on any professional level, whether it is medical, mechanical, or economical, to have the particular knowledge and special skills in the specific area in which he is called upon to do a job. The field of recreation can meet this challenge as well as the other professions, if it is aware of the need.

In one large city center today we could place, immediately, over one dozen recreation trained majors with a special knowledge of recreation in rehabilitation and corrective procedures

MISS LOEWENDAHL is associate professor in the Department of Physical Education, and DR. BILLIG is professor of physical rehabilitation, at Pepperdine College, Los Angeles, California.

Answers

Recreation Training Experts Offer Comments

Challenge?

and Evelyn Loewendahl

for growing youth—if we had candidates with the specific training. Until that moment arrives we are assigning "Jacks" to do the job. We salute Jack for his courage and ingenuity, but we appeal to the colleges and universities to give a better break to the children.

Our appeal is to centers of learning to think in terms of progressive needs of the community—to become flexible enough to include and add the necessary courses to better prepare our recreation leaders to meet all situations in their specialty.

The need for recreation in the rehabilitation field is not only present on the growth and development level of childhood but on the adult level as well, with the increase of injury resulting from accident and war. If ever a need was plain, it is this one. Are we going to meet it?

There is a tendency on the part of agencies, schools, and institutions where recreation is a secondary function to create recreation positions and then fill them with unqualified people. The difficulty in part is often due to the lack of understanding of qualifications for recreation specialists and the agency's failure to define the positions adequately.

It is good to have such questions raised; and the authors have been successful in creating considerable discussion. If it results in more initiative on the part of colleges in surveying their geographical sections for the job possibilities in all areas, specialized and general; and, if the employing agencies will assume more of their rightful responsibility for making their needs known, and establishing cooperative relationships with the colleges, there will come many mutual benefits.—W. C. SUTHERLAND, NRA.

• It is a valid assumption that publicly supported recreation programs should be planned and conducted to meet the needs and interests of *all* of the people; and in this respect the major point of the authors of "Are We Meeting the Newer Challenge?" is well taken. Yet it does not follow that such programs and their leaders should, or can be expected to, meet *all* of the interests and needs of *all* of the people *all* of the time. One would hope, nevertheless, that the needs and interests of the "exceptional" child, would receive careful and continuous attention by public agencies responsible for recreation and education.

Although the authors do not mention it, the case which they make for helping the physically handicapped should apply equally to the child whose "exceptional" status grows out of mental maladjustment, and there are many of the latter.

As far as public recreation programs are concerned, it could be, and often is, argued that there is much to be gained in not isolating the exceptional child from the remainder of the group—something which is not uncommon in the process of trying to give special attention to the handicapped youngster. This is not to deny, however, the feasibility and wisdom of leaders being able to recognize and understand the special problems involved.

Without question, experience shows that recreation for the ill, injured and disabled, cannot be successfully accomplished in the absence of the leader having at least a reasonable amount of knowledge of the participant's needs and capabilities, as well as of his interests. This information, coupled with a basic knowledge of the physical and psychological factors involved, together with certain skills related to rehabilitation, are what make it possible for the leader to work successfully with the folks he hopes to help return to normal living.

The major question—which the authors leave unanswered—is how recreation leaders who are expected to serve the *entire* community may receive this specialized training in view of the preparation which is required just to make them recreation leaders. Maybe this is an appropriate subject for another article!

CHARLES K. BRIGHTBILL, Professor of Recreation, University of Illinois.

• The article "Are We Meeting the Newer Challenge?" is of special interest to those of us who are in the training field.

Though it indicates that there is a great need for persons trained and qualified to work with handicapped people, I question whether the training centers have been made aware of this need. We have provided one full time recreation director for a camp for cardiac children, and two summer directors for a camp for crippled children. We have had no other requests for such leadership.

To receive training for this specific area of work requires special courses in addition to the regular recreation curriculum, plus an internship in which the trainee works with the type of handicapped people he will be expected to work with while employed. I say "type" because one cannot group all handicapped people into one category. Each type needs special training and understanding. This area of recreation leadership appeals to only a very limited number of students. Departments of recreation in our universities find difficulty in justifying the offering of a course for so few students. Several of our regular recreation courses should prove valuable to persons who plan to enter this area of leadership, but they do not provide all of the training necessary for such leadership. Perhaps the demand for these leaders may cause some university to specialize in this area. Among the students being trained in hospital recreation by some of our universities, there may be some students fairly well trained for work with handicapped people.

The authors of the article imply that the principal of the school employed the recreation leader without first informing him that he would be expected to work with handicapped children. I cannot imagine any qualified school principal employing anyone on this basis. It would be very unfair to the leader. The authors refer to college physical education departments as the potential training centers for training recreation leaders; whereas it is the function of the recreation staff of the university, and not the physical education staff, to train persons for the recreation profession. In their reference to program, they stress the adapted sports program. Recreation for any group should not be limited to sports,

but should be much broader. Crafts, art, music, hobbies, drama, nature interests, table games and other such activities are all recreation interests.

The authors are to be commended for bringing this challenge to us in the training field. It indicates that we have only scratched the surface in our interpretation of recreation to the public, and in providing training for all recreation situations.

GARRETT G. EPPLEY, *Chairman, Department of Recreation, Indiana University.*

• In the first place, I feel that there are two separate problems presented in this article: (1) recreation education and (2) recreation opportunities for the handicapped.

Concerning the first problem, we have done little for all people. Education for leisure-time activities on every level of education from elementary school to college has been a haphazard undertaking, which, if we can judge from the number of people who participate only by being spectators, has failed completely. From the standpoint of training, the college can train any number of people to do recreation education in the schools, but at this time, schools do not yet recognize that there is a need for such a person. This phase of education generally is completely unorganized. At the present time, suggestions for organizations are tentative primarily because the necessary research and experimental plans have not been developed widely enough to give validity to any one method.

Considering this lack in the general recreation education field it seems completely unrealistic to expect the specialized field of recreation education for the handicapped to receive particular attention.

The one bright spot in this regard, I think, may be found in the private voluntary agencies that are undertaking work of this kind. In these agencies for the blind, the deaf, the crippled, those with cerebral palsy or diabetes, special programs have been developed to help these people to live with their handicaps. However, much of the philosophy behind these programs is directed toward helping the handicapped to take their place in normal community living. This leads to the second problem presented in this article namely, recreation opportunities for the handicapped.

Over-all, my philosophy is that handicapped persons will lead more satisfactory lives if they can feel themselves part of the whole community rather than appendages attached thereto. To this end, I believe that our whole aim in any rehabilitation program for a

person who has been disabled is to help him to find the activities, recreational and otherwise, in which he can participate with others. Psychologically, one of the greatest difficulties in working with the handicapped is their desire to withdraw from the world in order to hide their handicaps. Helping them to overcome this attitude is one of the most difficult parts of a rehabilitation program.

When we think of the rehabilitation programs that are needed for those disabled congenitally or by accident, we cannot think of just the physical program. A rehabilitation program, if it is worth its name, helps the disabled person to be readjusted mentally, physically, emotionally, and socially. To this end, those working in the field need to work as a team with each specialist contributing his share. A recreation specialist working in rehabilitation has a definite contribution to make, by helping the individual to learn how to use his leisure. If the recreation specialist is to render a maximum service to the individual, he will have to know the limitations that the handicap imposes upon the individual. Except in cases where recreation is used as therapy, I do not believe that the recreation worker needs to have any depth of pathological knowledge of specific diseases. When we consider recreation as therapy, then, I think we have a different problem and one which is so much in its infancy that we have little basic knowledge on how to train people for recreation therapy.

I feel strongly that we need to clarify our thinking on what is recreation and what is recreation education, so that the public, generally, will begin to understand that recreation is not an extension of teaching, but comprises many factors, some of which are similar to teaching and some of which are very different. The problem presented certainly presents a challenge, but the problems outlined in this article represent, in my opinion, just a small fraction of the total problem.

EDITH BALL, *Instructor in Education, School of Education, New York University.*

• I have referred the article, "Are We Meeting the Newer Challenge?" to several members of our recreation staff. Their comments are: "The idea basically expressed by these writers is important. However, if they wish to bring about change, namely better and more professional education of teachers and recreation workers, this article as written may not help. It tends to create a little resistance, and there may be the question among some readers as to whether it is based on sufficient facts.

Perhaps the authors try to do too much in one article. Why not really show the need for better professional education for such a situation as is described, and concentrate on one point? If possible, we suggest stating the need or problem in one article, and answering it in another."

BEN W. MILLER, *Chairman, Department of Physical Education, University of California.*

• In addition to my own reactions to this article, I have secured comments from one of my colleagues who is functioning in the specific area of hospital recreation.

In paragraph seven, we note that the authors do not recognize the fact that there are recreation staffs as well as physical education staffs in colleges.

We would add to their statement, "The field of recreation can meet this challenge as well as other professions, if it is aware of the need," and if those who work with the handicapped urge college recreation faculties to give this special need more attention.

If there are actual positions open in this special field of recreation with crippled children, then no doubt educators will include more emphasis on such special training. Those administrators who deal with programs for handicapped children should make their needs known to institutions offering professional preparation in recreation. The challenge with such children and adults requires specialists who are equipped in the various skill areas that are included in most professional training programs in recreation today. Currently there are several colleges and universities that have courses, and/or curricula, which deal specifically with hospital recreation. Programs for physically handicapped people, whether they reside in the community setting or the hospital setting, might secure the best equipped persons, at present, from current curricula in hospital recreation.

Finally, the opening sentence of the article may tend to give false evidence regarding recreation majors entering school teaching situations. We should be careful not to consider recreation for the handicapped as synonymous with rehabilitation programs and special education.

G. B. FITZGERALD, *Director of Recreation Training, University of Minnesota.*

• This article is rather a general approach to the problem with practically no concrete suggestions for colleges. Also, the emphasis appears to be directed solely at the physical. Anyone who deals with the disabled knows that the psychological and physical factors

cannot be separated. I believe their article should have at least made mention of this factor.

My greatest concern revolves around the implication that a college recreation training program can handle this preparation without the cooperative aid of various other college departments. That single issue is one of the greatest weaknesses of college training programs today.

JOHN L. HUTCHINSON, *Associate Professor, Teachers College, Columbia University.*

- This is not a newer challenge since many of us have been working on it since the 1930's.

The article does not need the negative approach of assuming that nothing is being done about the problem. It would be better if it had been based on research to see what is actually being done. The University of Minnesota has a graduate program well geared to meet this need. Here at Cortland, we have been offering a course "Recreation for the Atypical" and other courses such as "Card and Table Games," and so on. Furthermore, we are developing a special curriculum in Hospital Recreation, to parallel the one in Com-

Community Recreation.

There appears to be an assumption that all that is needed is physical recreation for physical rehabilitation. All individuals whether physically handicapped or not, need opportunities to develop their participatory and creative powers in a broad range of recreational areas: music, art, reading, poetry, crafts, nature as well as the so called physical recreations. Certainly the physically handicapped need these.

I doubt if it is a newer challenge in physical rehabilitation, but rather a constant challenge to assist in the rehabilitations of the total personality and increasingly to heighten and enrich the joy of living.

HARLAN G. METCALF, *Chairman, Department of Recreation Education, State Teachers College, Cortland, New York.*

- The article, "Are We Meeting the Newer Challenge?" needs qualification. It aims to indicate that nothing is being done, nor has been done, in professional schools to acquaint future teachers and leaders in recreation of the problems of the handicapped.

To the contrary, courses entitled as adapted sports, adapted physical edu-

cation, corrective physical education, individual physical education or physical education and recreation for the atypical are required in every professional curriculum that I have known. Such courses survey certain physical, social and mental defects which the teacher or leader may find in the school or recreation center. The courses aim, further, to plan diversified programs of adapted sports, adapted games, adaptations in dancing and swimming to meet the needs of those who are disabled or limited in abilities.

The article, however, does pose a challenge in the preparation of leaders in recreation for the handicapped, and that is: the need for more practice and experience in actual situations. Student experience in recreation programs in hospitals and schools for the handicapped would solve the problem so strongly and ably stated by the authors.

IVALCLARE HOWLAND, *Instructor of Recreation for the Atypical, State Teachers College, Cortland.*

- Letters from any other recreation leaders, who would like to comment on this article, will be published on the "Letters" pages of future issues of RECREATION.—Ed.

Awards Bulletin

The School and Community Recreation Department of Newark, New Jersey, under the leadership of Peter C. Fujarcyk, has developed an awards plan which has successfully met some of the usual objections to awards.

In this plan an awards bulletin is issued each spring and fall at the close of an intra-mural program in the elementary schools. Four upper classes participate in a double round-robin schedule, the roster of participants determined by the class enrollment, both boys and girls.

Instead of the old-fashioned award of a felt banner for classroom display, the mimeographed bulletin, with appropriate cover and congratulatory foreword from the principal, tabulates

final standings for boys and girls with a list of the championship teams in each division. On another page combined class honors appear.

Other pages list most-valuable-player awards. The ten outstanding boys and girls and the students receiving honorable mention are listed, selections determined by a class poll.

The class leaders' page lists the names of the boy and girl captains and assistants for each class. The citation pages provide an opportunity to honor pupils who receive more than one award. The AAA rating is given pupils who are members of the championship team, merit placement on the most valuable player poll, and have served successfully as class leaders. The AA rat-

ing is granted to students who receive any combination of the triple A rating.

The last page of the bulletin is reserved for autographs—a popular provision.

The leaders who have developed the bulletin plan are enthusiastic about its success in increasing participation and making possible recognition of the non-star player. And now the lower grades are showing interest in a modified version of the round-robin schedule, with their own bulletin to honor successful participants.

* * *

For further information, write to Mr. Fujarcyk, School and Community Recreation, Lafayette Street School, Newark 5, New Jersey.

SELF EVALUATION CHART

● Last summer, the twenty playground supervisors in Sioux Falls, South Dakota, were asked to rate themselves on the following questions and return the evaluation to the recreation council.

Interpretations of ratings

- 0—never, not at all.
- 1—seldom, very little.
- 2—occasionally, quite a little.
- 3—usually, very much.
- 4—always, tremendously, a great deal.

Other interpretations could be
0-F, 1-D, 2-C, 3-B, 4-A.



I am careful to make an accurate playground count.

The Questions.	0	1	2	3	4
1. I like my work.		1	13	6	
2. The children like me.		2	16	2	
3. I am patient with the children.		2	17	1	
4. I try to make all the children feel at home.		1	9	10	
5. I try to be fair in settling children's disputes.		1	4	15	
6. I keep the equipment in good order.		2	11	7	
7. I keep the box or shelter neat at all times.		7	9	4	
8. I keep the litter picked up off the ground.	2	5	9	4	
9. I make minor repairs on equipment before they need repair at the warehouse.		2	3	9	6
10. I get out all equipment every day.	1	1	10	8	
11. I try to divide my time equally among the children and activities.		5	8	7	
12. I am actively engaged in playground activity at all times.		2	13	5	
13. I give my time on the playgrounds to the children, not to my friends who come there.			5	15	
14. I continually strive for good public relations.	1	3	3	13	
15. I try to maintain good discipline.			7	13	
16. I watch myself so as not to become so familiar with the children that discipline suffers.		3	9	8	
17. I respect the rights of the children, and conduct myself so that they respect me.		3	6	11	
18. I know the hours and days when the weekly activities should occur as listed on the "Weekly Schedule."		1	5	14	
19. I see that all activities scheduled for the playgrounds daily program are carried out.		8	12		
20. I shift daily activities to a time when they will work best, if necessary.	1	1	12	6	
21. I cooperate with all special activities scheduled for the playground.		1	6	13	
22. I have all children who are to participate in activities on other playgrounds ready on time.		3	7	10	
23. I have my reports ready on time.		1	3	16	
24. I introduce new low-organized games on the playground each week.	2	2	7	9	
25. I read carefully all the materials issued by the office.				9	11
26. I have read <i>The Conduct of Playgrounds</i> , by the National Recreation Association.	3		4	2	11
27. I have looked through <i>88 Successful Play Activities</i> for new games or activities to introduce on the playgrounds.	1	2	2	6	9
28. I have introduced new equipment, games, or activities on the playground.		1	4	9	6
29. I seldom ask for special favor or privileges, or personal favors.		2	3	6	9

for PLAYGROUND LEADERS

Used by the Sioux Falls Recreational Council

The Questions.

	0	1	2	3	4
30. I am continually striving to improve the playground.			2	13	5
31. I have asked other supervisors for constructive ideas.	2	1	5	8	4
32. I have asked the directors for suggestions as to how to improve the playground and myself as a leader.	2	2	7	7	2
33. I wear clothing suitable for duty.				3	17
34. I prepare handicraft materials in advance.	3	4	9	4	
35. I try to improve my ways of conducting handicraft.			3	13	4
36. I carry out all scheduled handicraft projects each week.	2	2	4	8	4
37. I try out handicraft projects prior to conducting them with the children.		2	3	9	6
38. I keep a good handicraft exhibit bulletin board which lists prices.	6	3	4	3	4
39. I continually watch for hazards on the playground.			1	7	12
40. I correct dangerous play habits of children.				5	15
41. I discourage swearing on the playgrounds.				2	18
42. I take advantage of opportunities to teach sportsmanship.				7	13
43. I publicize all activities on a bulletin board.				2	18
44. I keep the bulletin board neat.				9	11
45. I place posters of special events in stores.	13	5	2		
46. I inquire about children if they are missing from the playground.	1		9	6	4
47. I call the children together early in the afternoon to make announcements.	3	5	8	2	2
48. I am careful to make an accurate playground count.		1	2	3	9
49. I continue to register children new to the playground.			1	6	13
50. I keep the notice about registration on the bulletin board.	4	2	5	2	7
51. I open the playground on time.				6	14
52. I keep the playground open until scheduled closing time.				4	16
53. I take the proper allotted time for my lunch.				5	15
54. I do not blame others for my own shortcomings.	1		1	6	12
55. I do not try to alibi my shortcomings.	1		1	3	10
56. I have given my best to the program.			2	7	11
57. I feel I have developed myself in this work.				3	12
58. I do not become discouraged by difficulties.			1	13	6
59. I feel I would like to do this work again.	1		4	5	10
60. I feel I am fair in all my thinking about playground work.				7	13



I do not become discouraged by difficulties.

SCORING

(Total possible score, 240)

200-240—A, or superior
160-199—B, or above average
120-159—C, or average
80-119—D, or below average
0-79—F, or poor

A scores

203, 218, 218, 224

B scores

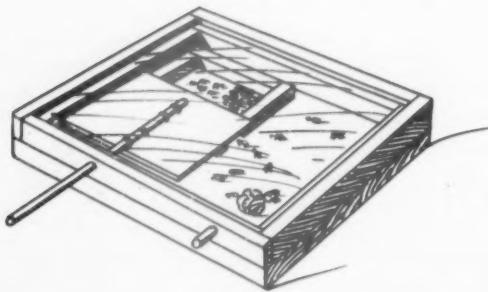
163, 175, 175, 177, 178, 179,
180, 182, 186, 189, 189, 191,
192, 192, 197

C score

153

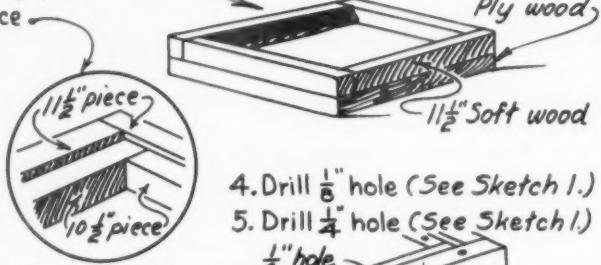
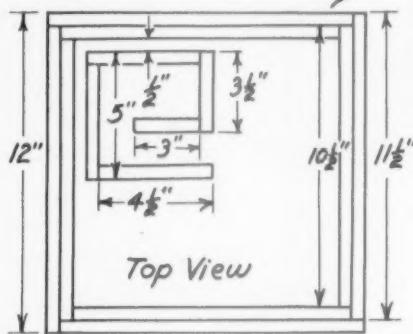
How To Do It! by Frank A. Staples

BUILD AN ANT HOUSE



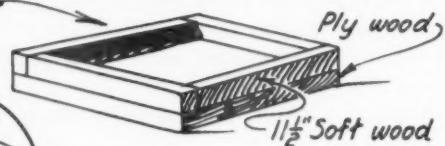
TO MAKE

1. Nail four $1\frac{1}{2}$ " long pieces on 12" sq. ply wood.
2. Nail four $10\frac{1}{2}$ " long pieces in place.
3. Nail five pieces in place as shown in Diagram A.

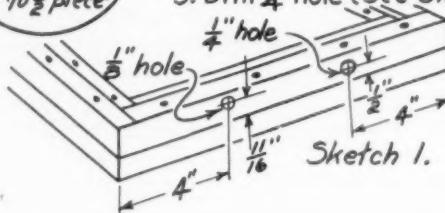


MATERIALS

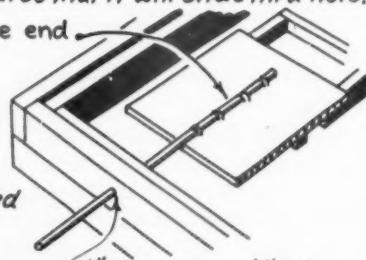
- 1 piece 12"x12", $\frac{7}{8}$ " ply wood
- 4 pieces $\frac{1}{2}" \times 1" \times 11\frac{1}{2}"$ soft wood
- 4 pieces $\frac{1}{2}" \times \frac{3}{8}" \times 10\frac{1}{2}"$ soft wood
- 3 pieces $\frac{1}{2}" \times \frac{1}{2}" \times 4\frac{1}{2}"$ soft wood
- 1 piece $\frac{1}{2}" \times \frac{1}{2}" \times 3\frac{1}{2}"$ soft wood
- 1 piece $\frac{1}{2}" \times \frac{1}{2}" \times 3"$ soft wood
- 1 piece $5\frac{1}{2}" \times 3\frac{1}{2}"$, $\frac{1}{8}$ " ply wood
- 1 piece 12" long $\frac{1}{8}$ " dowel
- 1 piece window glass 11" x 11"
- $1\frac{1}{2}$ " No. 18 brads - 4, $\frac{1}{2}$ " staples
- 1 small piece sponge - $\frac{1}{4}$ " peg



4. Drill $\frac{1}{8}$ " hole (See Sketch 1.)
5. Drill $\frac{1}{4}$ " hole (See Sketch 1.)



6. Put $\frac{1}{8}$ " dowel thru $\frac{1}{8}$ " hole. Note: Sandpaper dowel so that it will slide thru hole.
7. Fasten $5\frac{1}{2}$ " square piece ply wood to dowel on inside end.
8. Fit $\frac{1}{4}$ " peg in $\frac{1}{4}$ " hole
9. Place 11" sq. window glass on top. It will exactly fit on top of the $10\frac{1}{2}$ " pieces and lay flush with the outside top edge of the ant house.



Wet the small sponge and place it in the ant house. It will supply drinking water. Dig open an ant hill to get your ants and eggs. Slide cover over compartment and keep it there at all times except when observing the eggs which the ants will put in darkened compartment.

It's Fun To Be SAFE

James K. Williams

EACH YEAR accidents kill about 14,000 American children under fifteen years of age. Countless thousands are also seriously injured and many are crippled for life.

If an epidemic of polio or even measles strikes a community, we are quick to mobilize all reserves to combat the threat. Why isn't the same true for accidents? Perhaps accidents are so common that we just take them for granted.

Safety educators agree that much hope for the future exists in the simple statement, "It's fun to be safe!" Recreation leaders are in a position to play an increasingly important role in this fight for life.

A quick glance at some of the normal traits of young children, shows us that the average youngster seeks adventure and excitement.

The daring and often reckless characters of history and television have become heroes. Caution and personal safety haven't been presented to these young minds in the same interesting manner.

The cowboy who jumps from a sec-

MR. JAMES K. WILLIAMS is the executive vice-president of the Safety Council of Western Massachusetts, Springfield.



Safety education is best taught when habits are being learned and attitudes developed. It must have the interest and support of all levels of leadership.

ond story window onto a waiting horse looks good on a movie screen. Even the buccaneer who recklessly wades into battle with a knife between his teeth represents high adventure.

We have to be honest and admit that safety is a pretty dull subject compared to all this. To make things worse, safety is often preached in terms of "do's" and "don'ts" and even statistics. This leaves the average person cold.

On the brighter side of the picture, however, the development of the concept that "it's fun to be safe" is a challenge to every leader concerned with recreation and leisure-time. The idea that fun and safety go hand in hand must be fostered. It isn't easy to put across this point, but neither is it impossible. There are several basic considerations that the recreation leader bear in mind.

First, no amount of education, engi-

neering, or enforcement will eliminate every hazard. We live in a complex fast-moving world. Boys and girls must learn to adjust to the hazards which surround them every day.

Second, we can't expect to put "old heads on young shoulders." The suffering, heartaches, and tragedy caused by accidents is not a personal problem to the child. After all, not all adults accept accident prevention as a personal responsibility. If, however, the leaders whom children respect display a serious attitude about safety, the chances are the children will "catch" some of this attitude.

You may ask, "How in the world can safety be made interesting?" A few ideas which may suggest others to the person with imagination:

Sand box play provides an opportunity for children to build a city with streets, houses and cars. Improvised

cross-walks, traffic lights, sidewalks and even policemen directing traffic can increase the child's awareness of their importance.

Illustrated coloring books with stories about fire prevention are ideal as an occasional quiet period activity. Such material is available from the National Fire Protection Association.

The story hour can be used to insert interesting safety messages. Such messages can be related to things the children know and like, as for instance, in a story about the knights of old, an explanation can easily be added about how the knight's armor was to protect him from dangers. The story teller can then explain that we no longer have armor to protect us from such dangers as automobiles, but traffic lights serve us as protection.

If space is available, a regular "Safety Town" may be set up on the playground, complete with streets, intersections, and houses. Tricycles, bicycles, pedal automobiles, and tractors will make it even more realistic. Allowing children to take turns directing traffic, and playing bus driver with the realistic touch, can capture the imagination of any youngster. (See page 262 in the October 1952 issue of RECREATION.—Ed.)

The Bike Rodeo is an activity for older children which stimulates pride in riding skills, an attitude which is important. Instruction in good bike maintenance and safety rules might be included. Boys and girls who have an opportunity to display their skill in such a way are less likely to show off in traffic. A humorous sign about bike safety on a playground bulletin board can many times serve a good purpose, such as "Clowns At A Circus Are Funny As Heck—But Clowns On A Bike Are A Pain In The Neck."

Actually it isn't difficult to plan interesting activities along this line. The secret of success is in the integrating of safety education with many types of activities. It isn't even necessary that the activity be identified as a safety instruction project; from the sand box to nature lore there is a wealth of material that can be used.

Films and visual aids are of great assistance in presenting an interesting safety program. *Play Safe* is an ex-

cellent film for children. Animated characters such as the "Pushy Pig," the "Giddy Goose," and the "Mock Monkey" show the dangers of bad conduct on playground apparatus. Many other safety films may be secured from Young America Films, Coronet Films and Encyclopedia Britannica Films. Complete information on all can be obtained from the National Safety Council, North Michigan Avenue, Chicago, Illinois.

The last consideration that must be kept in mind involves playground safety rules. It is a generally accepted fact that young people who have an opportunity for self-government are less hostile to rules and regulations.

A playground safety council can be a valuable aid to the playground supervisor. Many playgrounds in Springfield, Massachusetts, have even a safety patrol similar to school patrols. By rotating the members of the patrol, a large number of children share responsibility for their playground safety. Duties of the patrol vary from the supervising of the bicycle racks, to the instructing of young children in the safe use of swings and playground apparatus.

Any discussion about accident prevention is only as valuable as the action program that results. It must have the interest and support of all levels of leadership. Safety education is only one phase of the total program.

Accident records must be kept accurately. Remember, the difference between a minor accident and a serious accident is only a fraction of a second or an inch. Records can show where, how and when accidents are occurring. A frequency is an immediate danger signal.

Inspection of equipment and apparatus is another essential part of the program. Good maintenance is necessary. Playground housekeeping must be geared to eliminate the hazards of broken glass, holes and rocks.

Some recreation leaders might claim that they don't need to include safety education because they don't have accidents. There are two answers to this. One, a good past accident record is not absolute insurance against possible accidents. One serious accident can destroy months and sometimes years of

excellent public relations.

The second answer is by far the most important. Safety is best taught when habits are being learned and attitudes developed. The safety training a young child may receive on the playground can influence his conduct on the street and in the home. It even projects into later years when that child becomes a driver of a high powered car. Skills are easy to teach, but attitudes and habits make the difference between recklessness and caution.

If many of the 14,000 children killed last year by accidents had received better safety education, some would be with us today. It has often been said that we protect our wild life better than our child life. In the past, there has been some truth to this.

Recreation leaders can secure unlimited help from such organizations as local safety councils, the National Safety Council, automobile clubs, insurance companies and many others. It is only by joining hands that we can wage an effective fight against child accidents.

Hope Renewed

Easter is a time for reaffirming our faith in the future of mankind. As vibrant spring replaces barren winter, as the joy of resurrection triumphs over the darkness of youth, so this should be the time when we help implant hope to replace despair in the hearts of the world's unfortunate.

The \$10 food package you send through CARE, 20 Broad Street, New York City, or your local CARE office, can bring renewed courage to suffering war orphans and refugees in South Korea . . . to impoverished villagers in India . . . to Iron Curtain refugees whose dreams of freedom are mocked by their precarious existence in Western Germany . . . to the weary and worried in a score of countries from Italy to the Philippines. Whatever the language men speak, your CARE gift will be universally understood. It will express your Easter prayer for a world united in peace and brotherhood.

For Teens--Social Games

Newspaper Step On

All you need for this race are some pages of newspaper and a space 50 feet long and fairly wide. Divide your group into partners of two, and give each pair two pages of newspaper. As they line up at the starting line, warn the players to keep in their lanes.

At a starting signal, one player ("A") puts one page of newspaper in front of his partner ("B") who steps on it with one foot. Then while "B" balances himself on one foot, "A" puts down his other page of newspaper for "B" to step on with his other foot. This action is repeated with "A" always laying down the paper and "B" racing, one foot at a time, until the 50 feet are covered. On the way back to the starting line, "B" lays down the paper and "A" races.

Even though the race may seem slow, you will find it lots of fun. Of course, the first partner-team to finish wins. Don't worry if the newspaper tears—that just makes it more difficult and more fun!

Jousting

Jousting is a skillful form of combat which started in medieval times and was very popular with Robin Hood and at King Arthur's Court. The knights in those days generally used lances and played on horseback, but you will have just as much excitement using tablespoons and oranges.

Start by dividing your group into two teams. The first player of each team is given two tablespoons and one orange (or lemon). In one hand he must hold one tablespoon with his orange balanced on it. In the other hand, he holds the other tablespoon, which he uses both to defend himself and to knock his opponent's orange from his tablespoon.

The best idea is to hold the orange-tablespoon in a comfortable position so it cannot be upset easily, and go after your opponent by circling around and sparring with him, as in a sword duel. The winner of each duel gets a point for his team.

If you haven't enough players for teams, individual scores can be kept, as in a tournament.

A playground director must have patience; must be able to develop confidence in the child of little ability; must be kind but able to inspire obedience; must be able to teach the child to lose without discouragement but to win without boasting; must be a sportsman but not a sport.

—FRANK S. GAINES, *Berkeley, California*

Activities

Playground

Recipes for Fun

PLAYGROUND ACTIVITIES



For Girls--Jump Rope Chants¹

Almost every girl seems to grow up jumping rope. And with this enjoyable activity songs are sung. Here are jump rope songs which are sung by girls all over America and in other countries too.

All in together,

How do you like the weather?
January, February, March, April . . .

I took a trip around the world,
And this is where I went:

From America to New Orleans;
New Orleans to Chicago;

Chicago to England;
England to France;

France to New York. . . .

One, two, tie your shoe,
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,

Nine, ten, big fat hen,
Eleven, twelve, who will delve,
Thirteen, fourteen, girls a-courting,
Fifteen, sixteen, girls a-kissin',

Seventeen, eighteen, girls a-waitin',
Nineteen, twenty, my stomach's empty.

(Each girl has a chance to jump rope while the rope-turners and others watching sing this song.)

¹ Reprinted from *101 Best Games for Teen-Agers*, Lillian and Godfrey Frankel, published by Sterling Publishing Company, Incorporated, New York 10, 1951, \$2.00.

For Boys - -
Bicycle Rodeo

JAMES C. STEELE,
Director of Recreation,
Chatham, Ontario



"Over the Hurdle," cyclist
in Ocean City, New Jersey.

This thrilling event is one that was staged on the playgrounds in Chatham, Ontario, as a special attraction, and proved to be so popular that it has become an annual event. Procuring the equipment and props for the bicycle rodeo turned out to be quite a job at first, but all

the materials were stored away carefully and are now immediately available for each season. For the first year, a Slalom, Newspaper Boys' Throw, and Rail Ride were scheduled.

Slalom—Taking a pattern from the well-known skiing event, three parallel courses were laid out so that heats could be run off in groups of threes. Nail kegs painted appropriately, with a large arrow indicating side to turn around, were used as markers, together with flags for starting and finish lines. Midway on each course a large wire hoop, bedecked with crepe paper streamers, was erected and each contestant was required to pass through it on his way to the finish line. The distance between kegs was determined by the space available, with the last lap of the course being the longest.

Scoring—Each contestant in each heat was timed and recorded on a master score sheet. The contestant with the fastest time was awarded a score equal to the number of boys in the event. For example, if there were twenty-five contestants, the winner got twenty-five points, second-place winner twenty-four points, and so on, until the last place man received one point. In the case of ties, each boy received an equal score in the place in which he tied, and the entrant immediately following the tie was awarded points equal to his place on the sheet had there been no tie. This may seem to be a complicated scoring system, but the idea

was to find a Rodeo Grand Champ—the lad with the most points for all events—and this seemed the only plausible way of getting comparable scores for each contestant.

Newspaper Boys' Throw—This unusual event appealed both to the carriers and newspaper staffs. The latter were quick to take advantage of advertising and publicity possibilities, and donated trophies and newspapers for the activity. The target was a mock house front with a door, two panels on each side to represent a veranda, and a panel on each side of the veranda representing windows. Contestants, armed with folded papers, passed in front of this frame and tossed the paper from a distance of ten yards. Through the door meant ten points, through the veranda five, and through the windows—zero! Each boy had three shots.

Scoring—As in the slalom, the contestant with the highest score received points equal to the number participating in the event. Ties were also treated in the same manner.

Rail Ride—This was a test for balance, steady eyes and control of the bicycle. It turned out to be an exciting effort, with the spectators helping the boys stay on the rail with groans and sighs, ohs and ahs! The rail was a thirty-foot length of blocks with a ramp on each end to facilitate mounting the rail. The rail was marked in quarters for scoring purposes. At each end of the rail, a thirty-foot circle was marked and contestants were required to stay within these circles when turning and mounting the rail again. We did discover that this size circle was a trifle too small, so in the future it will be enlarged by five feet. The contestant had to ride non-stop on the rail from one end to the other, complete the circle and return, with neither foot touching the ground and both wheels on the rail.

Scoring—As long as the entrant complied with the rules, he continued riding. When either wheel left the rail or crossed the circle line, or the rider's foot touched the ground, the number of completed trips to the nearest quarter was recorded on the master sheet and points were recorded as in the other events.

Suitable crests were presented to first, second and third place winners, while the Rodeo Grand Champ received the trophies. Our officials, such as timers, judges and scorers, were playground instructors and members of a local service club. The rodeo was held in the evening so that participants might attend; and twenty-five hundred were present that year. Since then we have added other events from time to time, such as stunt and trick riding, and straight and road races when space permits.

Playground

Activities

People and Events

Elections

- American Camping Association officers elected for a 1953-54 two year term were:

President—Catherine T. Hammett, Pleasantville, New York

Vice-President—Milton L. Goldberg, Los Angeles

Secretary—Elizabeth Spear, New York City

Miss Hammett, who was secretary of the ACA from 1949 to 1953, is well known in the camping field. She has written several books on camping and is the co-author (with Virginia Musselman of our own NRA staff) of *The Camp Program Book*.

- The Capital District Recreation Society (New York) has announced the following newly elected officers:

President—Robert Carr, Delmar

Vice-President—Michael Vincatorre, Schenectady

Secretary—Peter Hussey, Albany

Appointment Announced

The American Institute of Park Executives has appointed Emile Mardfin as its new executive secretary, according to an announcement released by William Penn Mott, Jr., president of the Institute.

Mr. Mardfin, who took up his new post on March 1st, has retired from the New York City Park Department, where he has been serving as assistant director of maintenance and operation.

In his new position he will develop an extensive program of research, education and experimentation work, to be conducted in various regional centers around the United States and in Canada.

Madge Hawe

Miss Madge Hawe, a member of the city recreation staff in St. Louis for thirty-seven years, died March 5th, after a short illness. She was, at the time of her death, a special activity supervisor in charge of the women and girls' activities in all the city recreation centers, and in addition, was responsible for the tot work and the work with adult groups.

Miss Hawe was a familiar figure at most of the National Recreation Congresses and contributed a great deal to the recreation movement as a whole. Her interest and enthusiasm in her work made her an outstanding leader.

Madge Hawe leaves a rich heritage of devotion to public service and self-sacrifice from which all people in the recreation field can profit.

Have You Heard?

- The California and Pacific Southwest District Recreation Conference at Long Beach, California, on February

10-13, had an attendance of 1,187 delegates from California, Arizona, Utah and Nevada. The four general sessions and over forty special sessions were well attended and the discussions were lively and interesting. Lynn S. Rodney of the NRA was the program chairman for the conference which was jointly sponsored by the California Recreation Society, the California Recreation Commission, and the National Recreation Association.

- Advance interest in the forthcoming Eastern Ceramic and Hobby Show to be held at Asbury Park, New Jersey, May 13-17, indicates a record participation in the event. Sponsored by leading groups in the industry, including Ceramics Leagues, Incorporated, the colorful exhibition will include displays of equipment, materials and methods by leaders in ceramics and hobbies throughout the nation. According to Jerry Gasque, the managing director, the exposition will utilize the full facilities of the mammoth Convention Hall on the boardwalk and show the public a "vast panorama of the ceramics and hobby field never before attainable in the eastern section of the United States."

- American Red Cross has arranged a National Aquatic School for the northern New England states to be held at Brookline, New Hampshire, June 4-24.

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PAINT YOUR PLAYGROUND EQUIPMENT



A NUMBER OF YEARS ago a recreation director, wishing to experiment, painted a swing in one of his parks red. Then he took a count as to which piece of equipment was used the most—the newly painted red swing or the other ones in just as good working order but with the traditional metallic finish. The actual tabulation of results has been lost, but anyone with a sense of appreciation for color could guess what they were. . . .

Last spring a similar experiment, but far more extensive, was made in the Greater Vallejo Recreation District. In this case all of the equipment on three playgrounds was painted with many colors, giving a gay, circus atmosphere to the children's play areas. In one very large area, the apparatus had gone without particular notice—in fact, the entire park had been unnoticed and misused, but with the change of color in the swings, slides, climbing bars, and sand boxes to gay reds, oranges, blues, pink, yellow, lavender and other bright colors, scores of people were attracted. In each of these areas, use of the equipment was increased by the boys and girls.

We paint our homes, our fences, barns, machinery, out-buildings, as a means of preserving, basically, but also for the purpose of pleasing the eye. As for the playground apparatus, however, we tend to leave it unattractive as to color as long as its usefulness is maintained.

The following are examples of our use of color in areas on which apparatus already was established:

Garbage cans: The can a solid color, the top still another color.

Drinking fountains: The pipe and area under the bowl, one color, the footstool for the smaller children, a different color.

Sand boxes: Each side and brace a different color, the inside another color.

Giant Stride: Red and white like a candy cane, with each chain and handle yet another color.

Slides: Painted in sections—red, white and blue. Another was painted with yellow sides and a blue bottom with red braces.

Swings: Each brace at the end a different color; the pipe area above the swing, the chains and the seat—yellow, red, blue, green, white.

KEITH A. MACDONALD is the executive director of the Greater Vallejo Recreation District, Vallejo, California.

Picnic tables: Each board was painted differently. On another, the top was painted one color, the seats another, the braces a third.

Picnic benches: The backs one color, the seats another, and the braces yet another.

Climbers: Each section a different color.

Turning bars: Painted the stand pipes one color and the part most used aluminum.

Teeter-Totter: Each board a different color.

We found that parents living adjacent to the parks were very much in favor of the painting. One lady stated, "You improved the looks of the park and the neighborhood by painting the equipment."

Another said, "When my children saw the giant stride painted like a candy cane they couldn't wait to go over and swing on it."

Another mother said, as she passed the bright colorful slide, "My, my, it knocks your eyes out, but I love it!"

Participation on all pieces of equipment has increased, without question.

This treatment adds an item of maintenance, in that they have to be repainted or touched up at least once a year. Yet I firmly believe that the added cost of labor and paint is well worth the time and money spent. We have used Vitric Paint,* which has proven quite satisfactory. This is a synthetic enamel which can be used on any metal surface as long as the pipe is free from rust and grease. Using a good primer such as zinc chromate, red lead, or industrial grey, prior to painting, is advisable.

If each recreation director were to secure one pint each of red, white, blue, yellow, orchid and green paint, a gallon of thinner, three two-inch paint brushes, and some primer, and try painting one piece of equipment, I'm certain that he and the users would be most gratified with the results.

The safety color code introduced by the Dupont Company has been adopted by some schools. It is based on the traditional association of colors for certain purposes. They use but six colors: visibility yellow; alert orange; safety green; fire protection red; precaution blue; traffic white.

Not only does painting make playground equipment safer, but these attractive circus colors have an appeal to children and will aid in enticing them to a playground area in preference to playing in the dangerous street.

* Manufactured by Bishop-Conklin Company.

Institute on

Professional Leadership

for Leisure

Stanley L. Gabrielsen

On April 28, 1953, an estimated four hundred persons will meet on the campus of the University of California, Los Angeles, for the Second Annual Institute on Professional Leadership for Leisure.

This unique one-day workshop has been designed primarily for leaders who are concerned with constructive leisure programs conducted by tax-supported or private (non-commercial) agencies. It should appeal to board and commission members, supervisors and administrators, recreation leaders, group workers, teachers, students and volunteers who share responsibilities for conducting leisure programs in recreation center, playground, club, church, school, hospital, home, camp, settlement house and other related agencies. It attempts to get participation from as many different agencies and levels of leadership as possible.

Purpose

The fundamental purpose of the institute is to advance the profession. It specifically purposed to:

1. Provide a day of enjoyment and professional stimulation for a wide variety of leisure leaders who are interested in effecting a more worth while use of leisure among all people.
2. Deliberate upon those problems which appear to be currently of greatest importance to the profession.
3. Encourage all leisure leaders to actively affiliate with one or more societies or associations which are interested in professional improvement.
4. Provide a medium for the ex-

change of ideas and experiences among leisure leaders of different orientations and affiliations and to study their interrelationships.

5. Provide a sound basis for a clearer interpretation of the profession to others in the community.

6. View and report on recent literature, important research, and significant developments affecting the profession.

7. Offer recommendations to appropriate professional societies or agencies on matters needing group action to incite professional improvement.

Sponsorship

While the official sponsorship involving the executive direction and business management rests with the UCLA Department of Physical Education and the Department of Special Activities, University Extension, this institute is, in truth, an institute staged by and for the organizations which represent the profession. The University of California simply possesses the required staff and facilities to act as host to such an event.

The original planners recognized that the real value of any meeting such as this comes only when the rank and file leader actively shares in the planning and carrying out of those plans. So, logically, local units of professional groups and key agencies were invited to participate. Each cooperating group appoints one member to an advisory committee which formulates the general policies, organizes the workshop, selects key personnel, and in other ways provides the framework for conducting the institute. These groups also encourage support and attendance at the institute among their own mem-

bers. The following groups are cooperating with UCLA in staging the Second Annual Institute:

Districts 9, 10, 13 and 14 of The California Recreation Society.

Los Angeles Chapter, American Association for Group Workers.

Southern Section, California Association for Health, Physical Education and Recreation.

Southern California Camping Association.

California Society, American Institute of Park Executives.

Pacific Southwest District, National Recreation Association.

State Department of Education, Bureau of Health Education, Physical Education and Recreation.

State of California Recreation Commission.

Metropolitan Recreation and Youth Services

Council, Los Angeles.

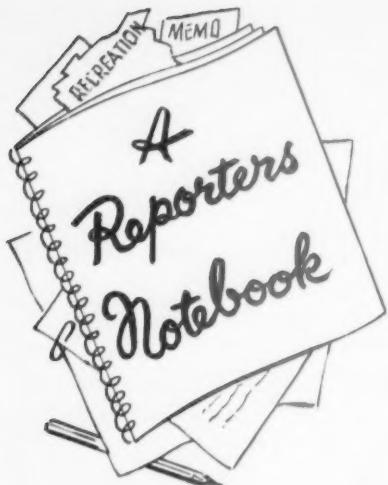
Youth Services Division, Welfare Council of Metropolitan Los Angeles.

Welfare Councils of the cities of Glendale, Santa Monica, Long Beach and Pasadena.

Program

The Institute Advisory Committee has selected for its 1953 theme "Responsibilities, Methods and Techniques of the Professional Leader." The workshop groups will explore the responsibilities of the professional leader to his patrons, employer, self, community and profession. After identifying these responsibilities the groups will turn their discussions to the ways in which they may be carried out by leaders at all levels in both public and private agency situations. A final panel consisting of the summarizer from the workshop groups will review the main points discussed before the general assembly. A permanent record of these highlights will be printed in the *Institute Proceedings*, a thirty-page document which is sent free to all delegates.

MR. GABRIELSON is assistant supervisor of physical education at the University of California in Los Angeles.



Progressive Recreation Community

Chula Vista, California, is justly proud of the recently passed \$375,000 bond issue which will make possible a fine recreation facility. A pool, long enough to accommodate Olympic events, U-shaped, with three diving boards, and a gymnasium with seating capacity of over one thousand persons, equipped with courts, stage and kitchen facilities, will be included in the new sports center. Cooperation is responsible for bringing out the affirmative vote. Door-to-door distribution of printed brochures by members of civic groups and teen-agers, news releases in local papers, announcements enclosed in bank statements, were used in the information-publicity campaign.

Extended Summer Season

A major project of the Park and Recreation Commission, Amarillo, Texas, for 1952 was the extension of their playground season to cover a spring and fall season. From May 1 to June 10, and from August 17 to September 30, programs were conducted on three playgrounds and at Thompson Pool from 4:00 to 10:00 P.M. Tuesday—Friday; from 1:00 to 10:00 P.M. Saturday; from 2:00 to 10:00 P.M., Sunday. Total attendance at the spring and fall seasons, of over fifty-four thousand each, warranted the proposal to extend the extra programs to at least one more playground during this season. Special events during both seasons included movies, concerts, square dances and softball. Skating parties and tumbling events were added in the spring, and hayrides, football practice, a tennis tournament and fair booth were planned during the fall season.

Playground leaders for the fall season were recruited, for the most part, from personnel stationed at Amarillo Air Force Base.

Volunteer News

One man and forty women were graduated last month, in New York City, from the first United Hospital Fund—sponsored course for hospital recreation volunteers. The graduates were assigned to twenty-two voluntary hospitals, where they will serve as recreational therapists for a minimum of one hundred and fifty hours of their spare time during the next year.

The Sports Picture in Italy

A magnificent \$3,000,000 marble stadium, one of the best in the world, will open on May 17, in Rome, Italy, with an international soccer game between Italy and Hungary. Situated in the huge sports area known as "Foro Italico," on the right bank of the Tiber, the stadium will accommodate 90,000 spectators, 650 newsmen in special glassed-in press booths equipped with 109 outside telephone lines, and 1,500 athletes using twenty-seven groups of dressing rooms. The structure may be vacated through sixty-two gates in twelve minutes. The adjacent parking lot can handle 12,000 cars.

If, when the International Olympic Committee meets in Mexico City on April 17, it should be decided that Australia cannot accommodate the games in 1956, Italy's Olympic Committee will issue an invitation. If it is not accepted for 1956, it will be extended for 1960. A \$16,000,000 program, now half completed, will insure ample facilities for the exhibition. In addition to the new stadium, these will include two minor stadia—one the famous "Marble Stadium," two indoor pools—one for diving, one for training, an outdoor pool surrounded by 20,000 seats, tennis courts in an arena seating 10,000, two indoor sports structures and an Olympic Village to house the athletes.

Health Education

An experiment is being conducted in Milwaukee. Don Dyer, director of recreation, with the approval of the Board of Education, has instituted two courses in sex education, under the leadership of competent doctors, for teen-agers and their parents. These courses—on different nights at different neighborhood centers—are offered once a week, for a ten-week period, for girls and their mothers and boys and their fathers. Neither the teen-ager nor the parent can attend without the other. If the courses prove to be popular, and

as the subject is not offered by the public schools themselves, Mr. Dyer hopes to continue them each semester during the spring and fall.

Another innovation is a course in mental health, offered during the semester which began in February, for adults and young married couples.

Safety in Kite Flying

The Department of Water and Power in Los Angeles distributes attractive, three-color posters to instructors, recreation directors and youth leaders, with a letter requesting cooperation in restricting kite flying to open areas or supervised playgrounds or school grounds. The poster emphasizes these three points:

Avoid flying kites near electric lines. Never use wire or metallic string, and never use metal parts on the kite.

If a kite gets caught in the wires, do not try to free it yourself; call your public utility and a lineman will take it down.

Imagine Being Named for a Park!

When "Stanley Park" Evans of Vancouver, British Columbia, grows up, he will no doubt have some explaining to do. His father named him—because he was born in the middle of the park—while his mother was en route to the hospital.

Special Quantity Rates on Playground Issues

Special, low, quantity rates on back copies of the *Playground Issue* of RECREATION—for the years, 1946, 1949, 1950, 1951 and 1952—are available to those interested readers who send in their orders *first*. These issues are packed with good playground ideas. Why not pass them out to your playground leaders and planning groups this year? Also excellent for use in teachers' colleges, college departments of recreation or physical education.

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The Care of Equipment and Accident Prevention

EVERY PIECE of apparatus used on the Watertown, New York, playgrounds is examined and placed in first class condition prior to the opening of the playgrounds for the season. All bolts have been checked and tightened. New set screws have been installed on all frames, chains repaired on see-saw boards, chair seats of swings examined, cracked boards replaced. Where needed, new concrete footings have been

skins and so forth) on grounds. Permitting children to play with burning rubbish. Congestion of activities. Attempting activities not adapted to grounds. Riding bicycles across grounds. Unnecessarily rough play, tripping, pushing. Climbing trees, fences, shelter houses. Carelessness in playing "Jack-knife." Bringing dogs on grounds. Allowing rough play with dogs or other animals on grounds.

Baseball—Presence of broken glass, clinkers and other objects on field. Permitting spectators to approach too near base line during games.

Standing behind batters. Throwing bat.

Playing games or "catch" too near swings, sand box, or carrying on activities where children are likely to run between.

Using an untaped bat or a cracked bat. Playing too near street, and running into street for balls.

Batting flies in too small an area.

Slides—Standing up on slide.

Putting babies on slide.

Forcing anyone to slide, or pushing a person at top of stairway.

Coming down backwards.

Running or climbing up slide.

Playing tag on slide.

Person not on slide taking hold of person sliding.

Infrequent inspection of slides.

Quoits-Horseshoes—Running in front of pitcher.

Pitching too near other activities.

Locating pegs where children are likely to pass between.

Pitching distance too great for proper control.

Sand Boxes—Throwing sand.

Presence of glass in sand boxes—broken or unbroken bottles.

Throwing blocks used in boxes.

Concealing of any hard or sharp substances in sand.

Seesaws—Jumping off seesaw without care for partner.

Standing or walking on seesaw.

Bumping board on ground.

Using badly cracked or splintered boards.

Health Measures

The playground director is instructed to report to the superintendent of recreation, or to a staff supervisor, the name and address, school attended, and grade last semester of any child who shows evidence of what might be a contagious skin disease. He is cautioned to remember that he is not to attempt to diagnose the case, but simply to report the above information.

From *Summer Playground Manual*,
Recreation Dept., Watertown, N.Y.

Playground Housekeeping

installed at base of frames and poles. In addition to these repairs, all apparatus has received two coats of paint.

It is the duty of the playground director to prevent mutilation of see-saw boards by the carving of initials, and so on; make an inspection of all apparatus daily, and to tighten bolts when necessary. Any condition of apparatus that cannot be adjusted by the tightening of bolts, *should be immediately reported to a member of the staff, and such apparatus should not be used until the necessary repair is made.* In the interest of safety, this procedure is very important. In addition to tightening all bolts, all swing bearings should be oiled at least once a week.

When the playground is officially closed, all swings are taken down and stored until the playground is reopened. This is effective at all times.

The playground director is also responsible for assigning a group of boys to clean up debris and to aid in keeping the playground in a safe and sanitary condition. If this is done at the opening and closing of each session, it occupies but a short period of time.

Some Sources of Accidents or Dangers

Presence of broken glass, protruding nails, tin cans.

Leaving dangerous objects (junk bottles, boxes with nails in them, fruit

Permitting air-rifles to be brought to grounds.

Using apparatus slippery from rain.

Pools of water remaining after rain, making breeding places for flies and mosquitoes; also the danger of slipping in mud.

Allowing children with contagious skin diseases to mingle with others.

Neglect of first-aid kit.

Running off playground and across the street.

Throwing of stones or other objects.

Swings—Pushing swings that are occupied or unoccupied.

Jumping from moving swing.

Running, chasing, or playing between or around swings.

Holding a baby in lap while swinging.

Two children in swing at the same time.

Inefficient or infrequent examinations of swings; neglect of oiling of bearing.

Climbing on frames of swings.

Swinging too high, causing chains to slacken and yank.

Throwing swings over frame in order to make them shorter.

Running under swings.

Conducting other activities too near swings.

Standing on swings.

Swinging children facing different directions.

Facing the sun while swinging.

Vincent L. Fowler

The THREE WAY CHECK

Including Requirements and Recommendations

PROFESSIONAL RECREATION PEOPLE and laymen alike have long considered community recreation a mass program. In many cases this was, and still is, true—that is, recreation leaders presented conventional community programs on a quantitative rather than qualitative basis. In recent years the trend has been in the direction of a concept immediately concerned with individual needs, differences, and interests. In Cortland, New York, the Youth Bureau Recreation Commission has fostered a spirit that has resulted in constant progress toward the realization of this recent concept.

During the 1952 summer program a simple card index system was utilized on our playground areas. This unique system incorporated three specific aspects of a planned recreation program: registration of individuals who came to the playgrounds, checking out of equipment, and procurement of individual interest data.

Each supervised playground area was equipped with two file boxes. The first of these was an alphabetical name file. Every boy or girl coming to the playground and checking out an item of equipment for the initial time had his name recorded on a 3 inch by 5 inch registration card. Included on this individual name card were: home address, age, grade in school, school attended, and phone number. On the reverse side of the individual name card were recorded the items that each particular individual checked out from the equipment shack. Each succeeding time a piece of equipment was utilized, the item was marked by a check on the card. The reverse side of the individual's name card included not only the checking out and in of equipment but also participation of the individual in special events and planned play activities. If a boy signed up for the various field trips, swim days, or other special events, or enrolled in planned play activities such as crafts, these too, were recorded on the individual's card.

Thus, over the summer period we compiled a personal interest index of every individual who frequented the various playgrounds. This data indicated whether an individual's interest was centered on one or numerous activities.

MR. FOWLER is recreation director at Cortland, New York.

This pertinent information will be invaluable in formulating our future summer programs, encouraging the development of the individual, and enriching the needed opportunities which are presented. The same card also provides personal information which the trained playground leader can utilize in his presentation of activities. A glance at the age and grade in school gives evidence to the trained leader of the individual capabilities. These individual capabilities directly influence the level of program planning. The trained leader follows the philosophy, "where a particular individual is, that is where he starts." For example, boys or girls who appear narrow or centered in activity interest may be directed into other beneficial activities of a level dictated by these known capabilities and interests. All information on the name index card is vital.

The equipment file was our check out system. In this file we had 3 inch by 5 inch cards which were inserted vertically. On the top of each card was the name of an item of equipment. When a boy arrived to check out a basketball, his individual card was removed from the name file, "basketball" was written on the reverse side of his card. Upon duplicate use of any equipment item, it was simply check-marked each time that specific item was employed by the boy. By merely placing this boy's individual name card in the equipment file behind the card labeled "basketball," we knew the individual responsible for that item. His name card remained in the equipment file until the basketball was returned. At that time his name card was replaced in the name file.

After utilizing this system for only a single summer season, John Moiseichik, the playground supervisor, and his trained staff had but one criticism. It was time consuming, as systems of this nature are. The numerous advantages compensated for this lone disadvantage. The loss of time factor was instrumental in the formation of a Leaders' Club on each supervised playground, thereby relieving the paid, trained leaders of certain duties incurred in the card

NAME INDEX CARD (REGISTRATION)	
Front View	
Name _____	
Home Address _____	
School Attended _____	
Grade _____	Age _____
Phone _____	
Basketball ✓	
Swim Day ✓	
Arts and Crafts ✓	
Playground Band ✓	
INDIVIDUAL INTEREST INDEX	Reverse Side

index system. These selected people were organized by the trained leaders at their respective playgrounds. Regularly scheduled meetings were conducted to orient the boys and girls of the club in their responsibilities and function in the

integrated program on their playground.

On all play areas, a formal system was utilized in that one member of the club was always on duty at the playground building for the purpose of operating the check system. This method proved to be the most efficient because duties and responsibilities were clearly defined. The sense of responsibility and social contact involved seemed to appeal, for each play area had sufficient leaders so that no member of the club was required to perform the function longer than one hour a day. Rotation systems were organized, and boys and girls were actively cooperating and competing with one another to see who could perform the most efficient job.

In summation, as the summer program progressed, the three-way-check was, and will continue to be, instrumental

in achieving a community recreation program which meets individual needs and interests.

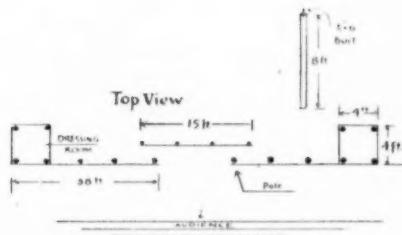
It gave us a control of issue equipment which restricted the possibility of misuse or loss. At the same time an indication of wear and tear on equipment was established by frequency of use, thus, enabling playground leaders to determine replacement needs to a finer degree.

The Leaders' Club innovation was necessary for maximum benefit from the employed trained staff. It is also essential for developing youth leaders who can be utilized by other agencies operating in allied fields.

The system itself is conducive to the progress of the conventional community recreation program which strives to achieve the ultimate objective of a qualitative program as well as quantitative one.

Playground Staging

John Higgins



STAGING for a dramatic production of any type was a problem on our playgrounds for many years until we worked out a quickly assembled, easily transported, setting.

The entire unit is made up of three pieces of canvas. Two pieces are 50 feet long and 6 feet wide, the other is 15 feet long and 6 feet wide. The pieces of canvas are provided with reinforced, holes or grommets spaced 4 feet apart on each side of the canvas lengthwise. This makes it possible to hold the canvas in a vertical position by means of inserting metal poles in the ground, and hooking the canvas to the tops of the poles. The bottom of the canvas can be tied to the bottom of the poles to prevent movement of the canvas if there is a wind.

The stakes that hold the canvas in position are 8 feet long and are made of $\frac{3}{4}$ -inch rigid electrical conduit. In

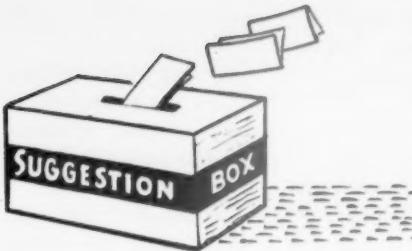
the top of each stake there has been inserted and welded a $\frac{1}{2}$ -inch, 6-inch-long bolt. This bolt fits the grommet but does not permit the canvas to slip further than to the end of the $\frac{3}{4}$ -inch conduit.

The dressing rooms that are shown in the drawing are made by inserting the poles at the proper distance and folding the canvas around them.

In Hammond, Indiana, the problem of forcing the $\frac{3}{4}$ -inch poles into the ground is no problem because of the sandy condition of our soil. In localities where there is a more compact soil, arrangements should be made to drive the poles into the ground by means of a sledge hammer.

We have found this stage to be very satisfactory because it can be put up in such a short time and dismantled in a much shorter time. The moving of the materials is no problem as the canvas can be folded and the poles can be hauled in any pick-up truck or station wagon.

MR. HIGGINS is director of recreation in Hammond, Ind.



Joe's Journal



This sketch of "Joe Recreation" appears on all issues of the journal put out by the Fayetteville (North Carolina) Recreation and Parks Department, and is used as a mascot in connection with the various activities they sponsor. This little character was created to symbolize recreation, and to represent the children served. Why not adopt one of your own, and make it familiar to citizens of your community?

Tips from Reports

- In *Pocatello, Idaho*, the police department cooperates with the recreation department by delivering youngsters to the playgrounds when they find them playing in the streets.
- On *New Orleans, Louisiana*, playgrounds they have good luck with the old tried and true "balloon contest." This is always a spectacular event which attracts public attention. Each child receives a balloon filled with gas and attached to a postcard on which is written the child's name and address. Ballons are set free at a designated hour, and those with cards returned from farthest distances receive prizes. They report that seven hundred gas filled ballons, with string and postcards, have been costing \$19.75.
- In *Fayetteville, North Carolina*, another excellent idea is the provision of better picnic areas for family groups. The recreation department has opened one of these in a downtown park for business girls who wish to have their lunch there. Facilities are provided for making hot coffee. This has been a great success.

Pet Ideas for the Playground

(As culled from 1952 District Recreation Conference Reports)

Story-telling Hour—Our program was not a success, so we had the story-teller dress in keeping with a character in story being told. Now instead of a few children for story-telling hour, the playground is packed.

—*Rutland, Vermont*

Indian Program—Chief Sunrise puts on program—\$35 for one performance. Dresses in Indian costume, tells Indian stories and teaches children sign language. Cost shared by PTA's—no admission charge.

—*Waterbury, Connecticut*

Skip-rope for Girls. Four different groups ranging in ability. We set up eleven foundation steps that they can accomplish. Draw up chart showing progress of each girl in learning the steps. Activity not competitive.

—*Franklin, New Hampshire*

Sidewalk Art Show—We hung volleyball nets from tree to tree in park and hung paintings on nets. People of town were very interested in children's art work.

—*Newport, Rhode Island*

Equipment. Tiles and concrete blocks are used for playground equipment.

—*Flint, Michigan*

Playground Mothers' Clubs. These clubs are thirty-five years old in our community. Thirty-eight are now in operation, supporting program and raising money.

—*Cincinnati, Ohio*

Playmobile. To provide additional recreation service for needy congested areas where there are no playgrounds, the Detroit Lions Club and Department of Parks and Recreation have a traveling playground, known as the Playmobile. This is a trailer with permanently installed baby swings, sand box and carnival-canopy, with movable equipment for crafts, games, sports. Pulled by a tractor, the Playmobile makes two stops a day for eight weeks. Forest Gustafson, superintendent of recreation, writes further: "The Playmobile consists of a low frame trailer fifteen feet by forty feet. The Lions Club paid \$1,500 and also secured the loan of tractor. The Department of Parks and Recreation equipped the trailer at a cost of \$1,500 and provided two leaders to supervise activities. Ten sites were selected in congested areas of the city; some of these locations were on small school grounds, others were in the street. Where street locations were selected, arrangements were made with the Police Department for proper safety control during the periods of play."

—*Detroit, Michigan*

Installation of Equipment

Proper construction, installation, maintenance and use of swings, slides

and other equipment are prime requisites for promoting safety on playgrounds. First of all, the apparatus must be well-designed and ruggedly built so as to assure many years of perfect, repair-free service before maintenance becomes much of a problem.

When purchasing equipment, you will be safe if you specify certified Grade A malleable frame fittings of the clamp type, tested to 50,000 pounds tensile strength, fully guaranteed against breakage. You should avoid threaded fittings, grey iron fittings or fittings which necessitate drilling the top beams of swing or combination unit frames. All such fittings reduce the strength of the equipment, multiply maintenance and repair costs, and reduce the safety factors so essential in apparatus for public use. Avoid makeshift, unsightly welded joints or fittings, for welding in many ways complicates the work of installation, makes repair or replacement doubly difficult, and increases the freight rate. Welding destroys the protective zinc coating of the galvanized finish, also. Where malleable fittings of the clamp-type are employed, pipe members normally take the lower "pipe" rate, not the higher "apparatus" rate.

It is also very important that playground equipment be correctly installed, with adequate concrete footings and perfect alignment of all frame members to assure maximum structural strength and rigidity.

With a view toward safety, apparatus should be installed at the proper heights for respective age groups. In addition, a careful thorough maintenance program will avert playground accidents. Inspect equipment regularly. Defective equipment should be promptly taken out of use and repaired. Hazards under apparatus, such as exposed pipes and unsafe surfacing, should be removed. Pits of sand, tanbark, sawdust or shavings should be placed to cushion possible falls.

All repairs should be made thoroughly and in a workmanlike manner. Each individual piece presents its own peculiar safety aspects with regard to construction, installation, maintenance and use.—*William J. Duchaine, American Playground Device Company*.



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SCHOOL ASSEMBLIES—An assembly program for each week of the school year.

CLASS PLAYS—Help in selecting and staging dramatic productions.

CLASS ORGANIZATIONS—Directions for the successful guidance of school groups.

FINANCING ACTIVITIES—Suggestions for financing student functions.

ATHLETICS—News and ideas on late developments in intra-mural and interscholastic sports.

DEBATE—Both sides of the current high school debate question.

DEPARTMENT CLUBS—Instructions and aids in the directing of school clubs of all types.

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Personnel

W. C. Sutherland

A Look at the Picture in 1952

Leadership continued to be the number one problem and concern of many cities. More extensive recruiting was carried on in an earnest attempt to secure and maintain high standards in a period of personnel shortage. Recreation positions are being defined more clearly and extensively with increasing evidence that selection is receiving more careful attention. Twelve thousand copies of a new recruiting brochure, *Recreation A New Profession in a Changing World* were sent out upon request during 1952, reflecting new and increased recruiting activity.

Although salaries continued to show increases, they have not caught up with the increased cost of living. Also the rate of increase has been greater in other professions which has made salary one of the most difficult problems in the attracting and placing of qualified workers.

The placement of executives, as in preceding years, was most active in the smaller cities. Ninety per cent of the top executive positions filled in 1952 were in cities under 50,000 population; seventy per cent were in cities under 25,000; fifty-seven per cent in communities under 15,000 population and forty-three per cent were in cities under 10,000 population.

The salary range for executive placements was \$3,000-\$10,000. Positions in some of the larger cities turned over for the first time in several years, including Philadelphia, Pennsylvania and Oakland, California.

Training programs increased as reflected in the number of institutes, workshops, and conferences as a part of in-service training. Likewise, professional recreation curriculums at colleges and universities were improved and the number of scholarships, fellowships, and internships increased.

The study of leadership and training needs in the southern region is progressing and when complete will be an aid in solving the training problem

MR. SUTHERLAND is the director of the Recreation Personnel Service of NRA.

for the southern states. The regional approach to professional education which is being used by the Southern Regional Education Board should influence the quality as well as equalize other opportunities for training on a geographical basis for both White and Negro students.

Another important development in 1952 was the appointment of the National Advisory Committee on Personnel to work with the Association. Reports of five major subcommittees have been appearing in RECREATION.

Recent Appointments

Willis Baker—Superintendent of Recreation, Lincoln, Illinois.

David P. Barry—Superintendent of Recreation, Watertown, Wisconsin.

Eugene Chubb—Superintendent of Parks and Recreation, Portland, Indiana.

Keith Clark—Superintendent of Recreation, Ottawa, Illinois.

Richard L. Cooper—Director of Recreation and Adult Education, Whitefish Bay, Wisconsin.

James H. Grooms—Superintendent of Parks and Recreation, Wellesley, Massachusetts.

Roy B. Gunderson—Director, Highland Community Center, Park and Recreation Department, Bellevue, Washington.

Gwendolyn Hawkins—Girls' Worker, Community Workers Association, Newburgh, New York.

Clarence E. Hunsinger—Superintendent of Recreation, Athens, Pennsylvania.

Robert E. Kresge—Superintendent of Recreation, Charleston, West Virginia.

Gene Landy—Youth Recreation Director, Sierra Ordnance Depot, Herlong, California.

Donald B. Latshaw—Superintendent of Recreation, Chambersburg, Pennsylvania.

Evah M. LeRoy—Assistant Director, Chambersburg Community House, Trenton, New Jersey.

Joe Mason—Superintendent of Recreation, Daytona Beach, Florida.

Bret McGinnis—Superintendent of Parks and Recreation, Poplar Bluff, Mississippi.

Herbert McMichael—Superintendent of Recreation, Easton, Pennsylvania.

Joseph G. Renaud—Superintendent of Parks and Recreation, Oceanside, California.

Herbert K. Vetter—Recreation Supervisor, Recreation Department, Newport News, Virginia.

Earle D. Whitney—Superintendent of Recreation, Butler, Pennsylvania.



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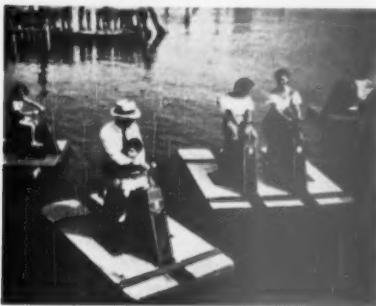
Recreation

MARKET NEWS



Watercycles

Small pleasure craft which pedal and steer just like a bicycle and are built for use on lake, pond or pool are the Watercycles. According to their man-



ufacturer, simplicity and dependability of design and quality construction ensure ease of operation, safety, seaworthiness, and years of usefulness with minimum maintenance. Stable, non-sinkable and swamp-proof, they are streamlined to ride over waves easily and are exceptionally maneuverable. There are no exposed parts to endanger swimmers.

Watercycles are available in three different sizes: the junior model for children up to eight years old; the senior model for older children, teenagers and adults; and the companion model for two riders. For information write to The Selleck Watercycle Company, Inc., Boca Raton, Florida.

Plastic Floor Finish

A new transparent plastic floor finish which produces a non-slippery, long-lasting finish has been announced by the manufacturer. Called Skid-Not, the new product is a colorless liquid which is reputed to form an attractive, semi-gloss, non-glare finish that lasts three to four times as long as wax and eliminates the necessity for frequent revarnishing. It can be applied over varnished or enameled wood, rubber or asphalt tile, cork, terrazzo or magnesite floors.

For information write to The Monroe Company, Inc., 10703 Quebec Avenue, Cleveland 6, Ohio.

Demountable Pier

The Hussey Manufacturing Company has announced the addition of a new, improved steel landing pier to their line of watersports equipment.

Built in demountable sections, the pier can be erected and taken down quickly and easily without skilled help. Storage in small space is possible when pier is disassembled. The vertical steel supports are adjustable at both top and bottom to allow for unevenness of the bottom and the rise and fall of water during the season.



Sections are so designed that any length or any shape pier desired is available. Additional sections may be added at any time, and a diving board may be installed without affecting the stability of the pier.

A water sports catalogue, giving complete details of the pier and other equipment, is available on request from the Hussey Manufacturing Company, 5316 Railroad Avenue, North Berwick, Maine.

For Your Information

Many manufacturers of products widely used in recreation centers have available free informational materials on the planning, construction and maintenance of facilities and equipment. Listed below are a few of the pamphlets which may be obtained by writing to the companies.

Modern Methods of Floor Care (ED 156); *Proper Care of Asphalt and Rubber Tile* (ED 136); *Information Sheet on Dance Wax* (ED 127); and *Three Easy Recipes for Finishing Furniture*. Consumer Education Director, S. C. Johnson and Son, Inc., Racine, Wisconsin.

Hillyard Handy Maintenance Manual; Modern Maintenance; The Way to a Beautiful Floor; and Floor Treatment and Maintenance Job Specifications. Hillyard Chemical Company, St. Joseph, Missouri.

How to Varnish or Lacquer Unpainted Furniture; How to Enamel and Finish Unpainted Furniture; and How to Finish Marred Furniture. Minnesota Mining and Manufacturing Company, Dept. HTD2, 900 Fauquier Avenue, St. Paul 6, Minnesota.

Standard Sports Areas for Industrial, School and Public Recreation, William J. Duchaine, American Playground Device Company, Nahma, Michigan.

Field and Court Dimension Chart; and Weight Chart. MacGregor Goldsmith, Inc., 4861 Spring Grove Avenue, Cincinnati 32, Ohio.

Concrete Swimming Pools. Portland Cement Association, 33 West Grand Avenue, Chicago 10, Illinois.

Planning Your Playground. J. E. Burke Playground Equipment Company, Fond du Lac, Wisconsin.

Baseball and Softball Books

With the 1953 baseball season underway, Hillerich and Bradsby's annual baseball publication, *Famous Slugger Year Book*, is of interest to fans and players throughout the nation.

This year's edition includes pictures of the past season's outstanding sluggers, records, hints on how to bat and highlights of 1952 outstanding baseball events.



Some time ago Hillerich and Bradsby released their 1953 *Official Softball Rules* which also contains pictures of winning teams and records of the 1952 softball season. The two books may be obtained, free of charge, from sporting goods dealers throughout the country.



On the Campus

Betty W. Jacob

Institutes in Wisconsin

Plans are now under way for two institutes to be held in June at the *University of Wisconsin's* Camp Upham, at Wisconsin Dells, sponsored by the university's recreation curriculum. The first will be a three-day leaders' institute for municipal and school employees who conduct summer recreational programs on a seasonal basis; and the second will be a week-long gathering for prospective teachers and recreation leaders, in which the natural environment of the camp will furnish both the place and materials of learning.

Drama in Ohio

The second season of Shakespeare-under-the-Stars, presented by the Antioch Area Theatre this summer, will serve as the prologue to the events of *Antioch College's* centennial year, to be observed in 1953-54. Eight plays—the Greco-Roman Chronicles—will be staged, in general as were the seven Chronicles of the Kings in last year's summer-long Shakespearean festival, which was so widely acclaimed. It is hoped that an educational symposium on Shakespeare, which may be of interest to teachers, will be held during the presentation of the plays.

Exciting Experiments Afoot

Antioch has acquired a foundry building, on the edge of the campus, which will be remodeled to provide the college with an assembly hall and to house the Antioch Area Theatre. An ingenious, flexible plan for the physical arrangements of the auditorium has been developed by the theatre staff, with architects and college authorities. Seats will be mounted in movable groups on specially designed platforms of various heights. An overhead foundry crane will shift the platforms and

stage units quickly, making it possible to arrange any desired setting for audiences of 200 to 1,350 persons. In addition to exciting possibilities for the theatre, the plan will allow the college to experiment with large audience situations in its educational program.

After S. I. U.—What?

In the spring, a student's fancy lightly (?) turns to thoughts of a career (our apologies to Alfred Lord Tennyson), and students of *Southern Illinois University* were given an opportunity to do something about it on February 10 and 11. The Southern's Second Career Conference, during which more than fifty sessions were conducted, was held on the campus. The session on Recreation and Group Work was conducted by Robert L. Honey, NRA Great Lakes district field representative. Opportunities in the recreation field were discussed from the standpoint of the importance of recreation as a profession, the nature and conditions of the work, methods of recruitment, requirements, general advantages and disadvantages and rewards.

Within a short time, the university is planning to start the development of a campus picnic and recreation area near the present campus for the use of students.

Southern Visit

Another of the National Recreation Association's representatives, W. C. Sutherland, visited the *University of Kentucky* during the last week in February, upon the invitation of Dr. Earl Kauffman, director of the recreation curriculum. Mr. Sutherland, who is in charge of the NRA Personnel Division, conferred with fourteen recreation majors concerning their future careers.



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NEW RECREATION BIBLIOGRAPHY

Recreation Bibliography. Washington 6, D.C. AAHPER, 1201-16th St., N.W., 1953.

71 pp. \$1.00

A comprehensive and new bibliography. Includes books under the headings of theory, history, philosophy, organization, administration, leadership, areas, facilities, research, institutional, older people, programs, dancing, dramatics, music, hobbies, crafts, games, storytelling, sports, parties, and camping.

A complete list of publishers and their addresses appears in the appendix.



Desirable Athletic Competition for Children

Guiding principles for recreation leaders, administrators, teachers and parents conducting programs of athletics for elementary school age children. Report is based on recommendations of competent pediatricians, cardiologists, physiologists and orthopedic surgeons.

Price single copy 50c

2-9 copies 35c each; 10-99 copies 25c each; 100 or more copies 20c each

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Listening and Viewing

An "Up-and-Coming" Hobby

Do you collect phonograph records, or do you have a few old ones buried away somewhere? Reliable information as to their value may now be obtained from *Price Guide to Collectors' Records*, edited by Julian Morton Moses, \$2.50. An original 1903 De Reszke Columbia disc is valued at \$150, and, among others, five thousand Victor Red Seal records are evaluated and priced. The collection of old records as a hobby was described in an article in the November 17, 1952 issue of *Life*, in which a previous book written by Mr. Moses, *Guide to American Recordings 1895-1925*, \$3.75, was mentioned as the principal reference volume. Both books are available by mail, postpaid, from American Record Collectors' Exchange, 825 Seventh Avenue, New York 19.

Films for Pet Owners

Canaries Are Fun, color film made for the R. F. French Company. From Princeton Film Center, Incorporated, Carter Road, Princeton, New Jersey. *The Private Life of a Cat*, black and white, twenty minute, winner of Cleveland Film Festival 1952 award. From Film Publishers, Incorporated, 25 Broad Street, New York 4, rental \$6.00. *Out of the Heart*, black and white, eleven minute, film produced with the Massachusetts S.P.C.A., about a boy and his dog, with film text. From same publishers, rental \$4.00. *Training You to Train Your Dog* series, three films, black and white, twenty, thirty-two and twenty-seven minutes, narrated by Lowell Thomas. May be rented from local S.P.C.A. or local audio-visual dealer, or information from Film Publishers, Incorporated.

Lots of Glory—Bit of Cash

Amateur moviemakers may now have their day on TV! The Lakeside Television Company, 1465 Broadway, New York 36, if they think the film can be used, will copy it, edit the copy and add a sound track. It is then distributed to TV companies on a percent-

age basis. Write to Mr. Richard Stevens at Lakeside, about your films which have been shot at twenty-four frames a second. The films may be black and white or color; the subjects may be animals, people, sports, customs or adventure—not static shots or scenery alone. No harm will come to the original film and its owner is free to use it—a professionally edited movie—for non-commercial showings. The idea presents an exciting goal for an amateur movie group to shoot for, and offers a suggestion to the recreation center's program leader. The company suggests that, although the film's owner may never become wealthy through the sale of film, his original costs will probably be returned—with a bit of cash to spare.

The Lakeside Television Company is presenting, for television use, a new *Wild Life Series*. Thirteen films concern individual animals in their natural habitats, two are devoted to snakes, three to marine life, and one each to the circus and bullfighting. Nature group leaders might check with nearby television stations as to if and when these films are scheduled for local programs.

Economy Notes

The Chicago Schools Journal for November-December, 1952, carries an article by Philip Lewis, entitled, "The Old Can Be New in Audio-Visual." Simple changes that can be made to existing audio-visual equipment to extend and expand its usefulness are outlined, covering the phonograph, projectors, tape recorder, radio and television receiver. Some new accessories are also mentioned.

Reference is made to "Salvage That Filmstrip," by Gordon K. Butts, in *Educational Screen* for September, 1952, in which a suggestion is made for salvaging old movie films. Individual frames that are still in satisfactory condition can be trimmed from the reel and slipped into notched, two-inch square, cardboard mounts, to be used as slide sequences.



new Publications

Covering the Leisure-time Field

Creative Dramatics for Children

Frances Caldwell Durland. The Antioch Press, Yellow Springs, Ohio. Pp. 181. Paper \$1.50, cloth \$2.75.

A few weeks ago, the *Saturday Review of Literature*, in its section "S. R. Goes to the Movies," made the pertinent statement that there is a vast difference in the European and American child actor. The criticism was pointed not at the child himself but at his directors (especially the Hollywood variety) who visualize the child's mind through their own adult mental processes. The way in which a child expresses his own natural childlike ideas and responses may be very different from that of the directors which the child actor must accept and adopt.

This point of view is significant because this reference was made to the professional child actor. It is interesting, therefore, that Mrs. Durland expresses the same idea in her manual on creative drama, which recognizes the dramatic power of any child.

Because, generally speaking, adults can rarely place themselves in the imagination of the child, or understand his thought processes, or appreciate his sense of humor, we need a body of skills, techniques, a philosophy and a vision whereby to lead every child into a release of his imaginative emotional powers, and a creative development of his own personality.

Those persons already working in the area of drama creatively conceived will be grateful to Mrs. Durland for her help in showing a bit more clearly the "how" of such development.

The question does arise, however, as to how practical this manual would be to the uninitiated. This reviewer tried to read with such persons in mind. Perhaps the answer is, that since this manual developed out of class experiences and group research, a prospective leader should first take a course—even a brief one, in necessary skills and techniques. The manual would then be invaluable to teacher or leader. This is

in no way an adverse criticism of the manual itself, but rather an awareness of the power which must be inherent in such a leader, the skills which must be utilized and the values which should result.

Notwithstanding the above statement, here are some chapters which may serve any teacher or leader, even the beginner. "Source Material for Creative Dramatics," "Technique of the Story Drama," "Suitable Dramatic Material," "Analysis of Stories"—Chapter VIII—will serve to make any creative activity of greater value.

In addition, the author has rendered a very real service in the chapters "Creative Directing" and "Specific Rehearsal Problems." If the teacher or leader working, even in the area of more formal dramatics, will study and follow these two chapters much of the unimaginative directing on high school and adult levels will be eliminated.

I would suggest that any person desiring to broaden his skill in teaching or direction, or to enlarge his vision of the true meaning of the creativeness in drama, would do well to include this book in his library.—Grace Walker, Creative Recreation Leadership Training Specialist, National Recreation Association.

Animals Under Your Feet

Ivah Green. Grosset and Dunlap, New York 10. Pp. 129. \$2.75.

This delightful new kind of nature book for youngsters tells the real-life stories of seventeen different animals whose homes are underground and who are literally living right under your feet! Its author, formerly a teacher of reading, literature and music in the middle grades, has also taught college courses in education and children's literature. She not only knows children, but how to tell a story. Some of the animals that she describes are the gopher, woodchuck, mole, and such small creatures as bats, crickets and worms. Chapter titles are intriguing, such as "An Upside-down Sleeper," "Beware the Trap Door," "Groceries Under the Bed," "We Ride the Wind," and others. Excellent photographs and sketches make the book appealing.

The Junior Book of Insects

Edwin Way Teale. E. P. Dutton and Company, Incorporated, New York 10. Pp. 249. \$3.75.

This is a seventh and revised edition of a successful book on this ever-fascinating subject, in which little has been changed, but to which a number of things have been added. As Mr. Teale points out, "The ways of insects alter little; it is our knowledge of them that continues to expand." If you have missed this in the past, be sure to add it to your library now, for you will find it filled with invaluable suggestions for a playground, camping or nature program, or for starting a new and absorbing hobby. It includes instructions for the building of an ant house, the keeping of bees, hunting with a flashlight, collecting with a camera, the keeping of an insect zoo, and other thrilling projects, as well as chapters on various insects.

The Rhythmic Program for Elementary Schools

Grace Fielder. The C. V. Mosby Company, St. Louis, Missouri. Pp. 244. \$3.50.

This excellent presentation of the various phases of a well-rounded program of rhythmic activities, although slanted toward elementary school teachers, and designed as a textbook for college and university teaching courses, should prove a boon to recreation leaders as well. It is a combination of teaching suggestions and material arranged in the order of increasing complexity for maturing children. The material is well presented, and includes not only instructions for the rhythms themselves *with music*, but carries sections on the principles and methods of teaching, the selection of activities according to the normal characteristics of different age groups, and a discussion of types of possible accompaniment to rhythmic activities. Content of a rhythm program for the year is broken down into three types of activities: fundamental rhythms, creative rhythms, folk dances and singing games. This material is not highly technical and should be understandable to the non-specialist.

COMING EVENTS

1953

The spring and early summer months offer a galaxy of days and events to encourage a wide variety of program planning. There are some holidays which are an occasion for gay decorations and festivities—others which call for more serious observances; days of historic significance which should inspire good bulletin board displays, dramatic activities, quiz programs; and days devoted to members of the family which can motivate a surge of gift making activity in the craft shop. Don't overlook a single opportunity to make—and keep—your program alive and interesting.

APRIL

1	April Fool's Day	14	Pan American Day— <i>Americans United for Peace and Progress</i>
1-30	National Hobby Month	16-23	National Gardening Week
1-7	National Arts and Crafts Week	17-23	National Coin Week
1-8	National Laugh Week	18	Paul Revere Ride (1775)
3	First Pony Express (1860)	19-25	National YWCA Week— <i>For Good Fun, for Good Health, for Good . . . Join the YWCA!</i>
5	Easter	19	Patriots' Day—in commemoration of <i>Battle of Lexington and Concord</i>
6	Army Day	20-25	American Camp Week
6	Peary reached North Pole (1909)	22	First Arbor Day—celebrated in <i>Nebraska</i> (1885)
8-15	National Collectors Week	22	National Social Hygiene Day— <i>Youth Needs You</i>
12	Daughter's Day	24-30	National Sports Week
12	Founding of Playground Association of America— <i>forerunner of National Recreation Association</i> (1906)	25-May 2	Boys and Girls Week
12-18	Pan American Week	26-May 2	National Baby Week
13-19	National Boys' Club Week		
13-19	National Sunday School Week		

MAY

1	May Day	11-16	National Cotton Week
1	Child Health Day	12	National Hospital Day
3-9	Be Kind to Animals Week	16	Armed Forces Day
3-10	National Music Week— <i>Enrich Your Life with Music</i>	18	World Good-Will Day (formerly Peace Day)
5	Derby Day	18-23	World Trade Week
8	V-E Day	21	Lindberg completed first solo non-stop transatlantic flight (1927)
10	I Am an American Day	21-June 21	Father-Child Month
10	Mother's Day	22	National Maritime Day
10	National 4-H Sunday	22-30	"Buddy" Poppy Week (VFW)
10	First Continental Railway completed (1869)	30	Memorial Day (Decoration Day)

JUNE

14	Flag Day	21	First Day of Summer— <i>longest day of the year</i>
14	Children's Day	21-27	National Swim for Health Week
14-21	Father-Son Week	24	Midsummer Day
16	Start of the Alaska Gold Rush (1897)	25	Battle of Little Big Horn— <i>Custer's last stand</i>
17	Bunker Hill Day	28	Paul Bunyan Day
17-24	National 4-H Club Camp		
21	Father's Day		

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

April and May 1953

HELEN M. DAUNCEY Social Recreation	Edinburg, Texas April 13-16 San Marcos, Texas April 20-23 San Antonio, Texas April 27-30 Cedar Falls, Iowa May 28-29	W. P. Ward, President, Pan American College John Flowers, President, Southwest State Teachers College Olin LeBaron, Executive Secretary, Community Welfare Council, 114 Auditorium Circle John C. White, Director, Recreation Commission
ANNE LIVINGSTON Social Recreation	Danville, Virginia April 13-16 Raleigh, North Carolina April 20-23 Concord, New Hampshire May 1-2	V. C. Smoral, Recreation Department J. M. Chambers, Director, Parks and Recreation Donald F. Sinn, Recreation Director
MILDRED SCANLON Social Recreation	Hammond, Indiana April 13-16 Cedar Rapids, Iowa April 20 Iowa City, Iowa April 21 Davenport, Iowa April 23 Fairfield, Iowa April 24 Atchison, Kansas April 27-30	John Higgins, Recreation Director, Board of Parks and Recreation John Nevin Nichols, Superintendent of Recreation, 601 City Hall Robert A. Lee, Director of Recreation, Recreation Center Ted Corry, Director of Recreation, 236 West Central Park Iowa Recreation Workshop, c/o John Nevin Nichols, Superintendent of Recreation, 601 City Hall, Cedar Rapids Wayne Bly, Director of Recreation, Recreation Commission, City Hall
FRANK A. STAPLES Arts and Crafts	Kingsport, Tennessee April 13-23 Marshalltown, Iowa May 11-21 Jefferson City, Missouri May 23-29	W. C. McMorris, Director of Recreation, Department of Recreation A. Edmund Olsen, Marshalltown Recreation Commission Robert L. Black, Community Recreation Assistant, State Office Building
GRACE WALKER Creative Recreation	Buffalo, New York April 28-29	Randolph Mineo, Director of Recreation, Department of Parks

District Conferences

Members of the National Recreation Association leadership training staff will be attending the following District Conferences where they will have some part in the conference programs and where they will be available for consultation on leadership training problems:

Miss Dauncey: Southwest District Conference, April 9-11, Hotel Driskill, Austin, Texas; *Miss Scanlon:* Midwest District Conference, April 9-11, Paxton Hotel, Omaha, Nebraska; New England District Conference, May 12-15, Hotel Viking, Newport, Rhode Island; *Miss Walker:* Great Lakes District Conference, April 8-10, Van Orman Hotel, Fort Wayne, Indiana.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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*M/Sgt.
Harold E. Wilson, USMCR
Medal of Honor*



He Held On All Night

OUT OF THE SPRING NIGHT, the Red banzai attack hit like a thunderstorm. The darkness exploded into a nightmare. But Sergeant Wilson went into action at once, rallying his hard-pressed men.

Bullets disabled both his arms. Refusing aid, he crawled, bleeding, from man to man, supplying ammunition, directing fire, helping the wounded.

As the attack grew fiercer, a mortar shell blew him off his feet. Still, dazed and weakened, he held on, leading the fight all night till the last Red assault was beaten off. At dawn, by sheer courage, the Sergeant had saved not only his position, but the precious lives of his men.

"In Korea," says Sergeant Wilson, "I didn't

think about where our weapons came from—I just thanked God they were there.

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During April, women volunteers all over America will be calling on business and professional people to enroll them in the Bond-A-Month Plan. If you are self-employed, enroll in the plan—a sure savings system for you!

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